

BOARD OF PUBLIC EDUCATION
MEETING AGENDA

March 12-13, 2009

FRONT STREET LEARNING CENTER
815 Front Street
Helena, MT

March 12, 2009 - Thursday
8:30 AM

CALL TO ORDER

- A. Pledge of Allegiance
- B. Roll Call
- C. Statement of Public Participation
- D. Welcome Visitors
- E. Adopt Agenda

PUBLIC COMMENT

CONSENT AGENDA

- A. Items Pulled from Consent Agenda if Requested

BPE/CSPAC JOINT MEETING AGENDA

- Item 1 SPOTLIGHT ON THE OPI INFORMATION TECHNOLOGY SERVICES
DIVISION: OPI WEBSITE TOUR
Cheri Bergeron
- Item 2 CSPAC ANNUAL REPORT
Dr. Douglas Reisig
- Item 3 MARCH 11TH CSPAC MEETING SUMMARY
Dr. Douglas Reisig
- Item 4 PROGRESS ON CSPAC GOALS
Dr. Douglas Reisig
- Item 5 UPDATE ON THE DEVELOPMENT OF THE AREA OF PERMISSIVE
SPECIALIZED COMPETENCY FOR MENTOR TEACHERS
Judie Woodhouse, Dr. Jayne Downey, MSU Bozeman, and Peter Donovan
- Item 6 REPORT ON REVIEW PANEL PROCESS FOR CLASS 8 DUAL CREDIT-
ONLY POSTSECONDARY FACULTY LICENSE
Elizabeth Keller and Dr. Linda Vrooman Peterson

BOARD OF PUBLIC EDUCATION MEETING RESUMES

INFORMATION ITEMS

❖ **REPORTS – Patty Myers (Items 1 – 6)**

- Item 1 **CHAIRPERSON’S REPORT**
- RENEWAL UNITS**
 Patty Myers
- BOARD OF PUBLIC EDUCATION APPEARANCES**
- Item 2 **EXECUTIVE SECRETARY’S REPORT**
 Steve Meloy
- Item 3 **STATE SUPERINTENDENT’S REPORT**
 State Superintendent Denise Juneau
- Item 4 **COMMISSIONER OF HIGHER EDUCATION’S REPORT**
 Commissioner Sheila Stearns
- Item 5 **GOVERNOR’S OFFICE REPORT**
 Jan Lombardi
- Item 6 **STUDENT REPRESENTATIVE’S REPORT**
 Katie Wood

❖ **ASSESSMENT COMMITTEE- Sharon Carroll (Items 7 - 8)**

- Item 7 **NASBE ASSESSMENT STUDY GROUP**
 Sharon Carroll
- Item 8 **ASSESSMENT UPDATE**
 Judy Snow

❖ **LEGISLATIVE COMMITTEE – Bernie Olson (Item 9)**

- Item 9 **LEGISLATIVE UPDATE**
 Steve Meloy and Bernie Olson

❖ **GOVERNMENT AFFAIRS COMMITTEE – Patty Myers (Item 10)**

- Item 10 **NCLB UPDATE**
 Nancy Coopersmith

❖ **EXECUTIVE COMMITTEE – Patty Myers (Items 11 - 13)**

- Item 11 **SCHOOL HEALTH UPDATE**
 Cathy Kendall, Bob Vogel and Steve Meloy
- Item 12 **SCHOOL NUTRITION PROGRAM ANNUAL REPORT**
 Christine Emerson

DISCUSSION ITEMS

- Item 13 **SCHOOL NURSING SERVICES IN MONTANA**
 Sue Buswell, RN, MS, NCSN President, Montana Association of School Nurses

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March 13, 2009 – Friday
8:00 AM

❖ **LICENSURE COMMITTEE – Angela McLean (Items 14 - 16)**

- Item 14** **REQUEST FOR NEW PROGRAMS – MSU-BILLINGS**
PROPOSAL TO ADD PROGRAMS FOR ENDORSEMENTS IN BROADFIELD
SCIENCE, POLITICAL SCIENCE, AND AREAS OF PERMISSIVE
SPECIALIZED COMPETENCIES FOR EARLY CHILDHOOD AND
EDUCATIONAL TECHNOLOGY
Dr. Linda Vrooman Peterson and Bonnie Graham, MSU-Billings
- Item 15** **MONTANA STATE UNIVERSITY BOZEMAN – STATE ON-SITE REVIEW EXIT**
REPORT
Dr. Linda Vrooman Peterson, Dr. Larry Baker, and Dr. Lynette Zuroff
- Item 16** **UNIVERSITY OF MONTANA-WESTERN**
JOINT NCATE/MONTANA ON-SITE REVIEW EXIT REPORT
Dr. Linda Vrooman Peterson, Dr. Delena Norris-Tull, and Dr. Karl Ulrich

❖ **ACCREDITATION COMMITTEE – Storrs Bishop (Items 17 – 25)**

- Item 17** **UPDATE ON THE REVISIONS OF THE MATHEMATICS CONTENT**
STANDARDS AND PERFORMANCE DESCRIPTORS
Jean Howard and Stephanie Soderquist
- Item 18** **ACCREDITATION PROCESS REPORT – LONE PEAK HIGH SCHOOL,**
OPHIR, MONTANA
Dale Kimmet and Anne Marie Mistretta, Superintendent
- Item 19** **REPORT ON SECOND YEAR OF PROVISIONAL ACCREDITATION –**
VALLEY CHRISTIAN HIGH SCHOOL, MISSOULA, MONTANA
Dale Kimmet
- Item 20** **PROGRESS REPORT ON ON-SITE ACCREDITATION VISITS FOR SCHOOLS**
WITH CONTINUING SERIOUS ACCREDITATION DEVIATIONS
Dale Kimmet

ACTION ITEMS

PUBLIC COMMENT

The public will be afforded the opportunity to comment before the Board on every action item on the agenda prior to final Board action.

- Item 21** **REVISED 2007-08 IMPROVEMENT PLANS FOR SCHOOLS WITH ADVICE**
OR DEFICIENCY ACCREDITATION STATUS AND SCHOOLS WITH
REGULAR WITH DEVIATION STATUS DUE TO MISASSIGNMENTS
Dale Kimmet
- Item 22** **RECOMMENDATIONS FOR ACTION ON THE FRAZER PUBLIC SCHOOLS**

PLAN FOR NON-LICENSED TEACHERS
Dale Kimmet

Item 23 **RECOMMENDATIONS FOR ACTION ON THE BROCKTON PUBLIC SCHOOLS PLAN FOR NON-LICENSED TEACHERS**
Dale Kimmet

Item 24 **RECOMMENDATIONS FOR ACTION – ALTERNATIVE TO STANDARD REQUESTS**
Dale Kimmet

Item 25 **2008-09 FINAL ACCREDITATION STATUS RECOMMENDATIONS – ALL SCHOOLS**
Dale Kimmet

❖ **LICENSURE COMMITTEE – Angela McLean (Items 26 - 28)**

Item 26 **RECOMMEND APPROVAL OF NEW PROGRAMS PROPOSED BY ROCKY MOUNTAIN COLLEGE FOR ENDORSEMENTS IN ENGLISH EDUCATION MINOR AND A READING MINOR**
Dr. Linda Vrooman Peterson

Item 27 **RECOMMEND APPROVAL OF NOTICE OF AMENDMENT RELATING TO ARM 10.57.102 THROUGH 10.57.611 CHAPTER 57 EDUCATOR LICENSURE**
Elizabeth Keller, Kim Warrick, and Peter Donovan

CLOSED SESSION FOR ITEM 28

Item 28 **DENIAL HEARING - BPE CASE #2009-01**
Steve Meloy and Ann Gilkey, Attorney, OPI

❖ **MACIE LIAISON – Cal Gilbert (Item 29)**

Item 29 **MACIE REAUTHORIZATION**
Steve Meloy

❖ **EXECUTIVE COMMITTEE – Patty Myers (Items 30 - 33)**

Item 30 **BPE STRATEGIC PLANNING 2008-2013**
Patty Myers

CLOSED SESSION FOR ITEMS 31 – 33

Item 31 **MSDB SUPERINTENDENT PERFORMANCE EVALUATION & CONTRACT EXTENSION**
Patty Myers

Item 32 **EXECUTIVE SECRETARY PERFORMANCE EVALUATION & CONTRACT EXTENSION**
Patty Myers

Item 33 **ESTABLISH EXECUTIVE STAFF SALARIES**
Patty Myers

INFORMATION ITEM

❖ **MSDB LIAISON – Patty Myers (Item 34)**

Item 34

**MSDB COMMITTEE MEETING REPORT
Steve Gettel**

PRELIMINARY AGENDA ITEMS – May 7-8, 2009

Montana School for the Deaf and Blind, Great Falls, MT

Student Representative Survey Report

CSPAC Appointments

BASE Aid Payment Schedule

Assessment Update

Alternative Standards Request & Renewals

MACIE Update

NCLB Update

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The Montana Board of Public Education is a Renewal Unit Provider. Attending a Board of Public Education Meeting may qualify you to receive renewal units. One hour of contact time = 1 renewal unit up to 4 renewal units per day. Please complete the necessary information on the sign-in sheet if you are applying for renewal units.

BOARD OF PUBLIC EDUCATION **MEETING MINUTES**

January 8 – 9, 2009

FRONT STREET LEARNING CENTER
815 Front Street
Helena, MT

January 8, 2009 - Thursday
1:30 p.m.

CALL TO ORDER

Chairperson Patty Myers called the meeting to order at 1:05 p.m. due to the fact that the Board of Public Education's agenda is full and the Board of Education concluded before the scheduled time. Dr. Kirk Miller led the Board in the Pledge of Allegiance. Ms. Carol Will took roll call; a quorum was noted. Ms. Patty Myers extended a special welcome to State Superintendent Denise Juneau; announced the attendance of Honorable Bob Brown at 4:30 p.m. for the Confucius Institute Report; welcomed guests to Dr. Kirk Miller's farewell at Miller's Crossing; reminded Board and guests of the Board of Education meeting at the Capitol on Friday, January 9, 2009 at 8:00 a.m. with the Joint Appropriation Subcommittee on Education; announced MSDB Report will be given by Ms. Patty Myers and will include an action item; and noted that Brockton and Frazer Public Schools will meet with the Board via conference calls for Items 28 and 29 respectively.

CONSENT AGENDA

Mr. Storrs Bishop noted that the Board of Public Education's budget is within the elapsed time to date.

Items Pulled from Consent Agenda if Requested

MOTION: Ms. Angela McLean moved to accept the consent agenda. Dr. Kirk Miller seconded. Motion passed unanimously.

Those in attendance at the meeting included the following Board members: Chair Ms. Patty Myers, Vice Chair Ms. Angela McLean, Ms. Sharon Carroll, Dr. Kirk Miller, Mr. Storrs Bishop, Mr. Cal Gilbert, Mr. Bernie Olson, and Student Representative Ms. Katie Wood. Staff present at the meeting included: Mr. Steve Meloy, Executive Secretary, Board of Public Education; Mr. Peter Donovan, Administrative Officer, Certification Standards and Practices Advisory Council; and Ms. Carol Will, Administrative Assistant, Board of Public Education. Ex-officio members present included: State Superintendent Denise Juneau; and Dr. Sylvia Moore and Dr. Mary Sheehy Moe represented Commissioner Sheila Stearns. Visitors in attendance included: Ms. Nancy Coopersmith, Assistant Superintendent, OPI; Dr. Linda Vrooman Peterson, Accreditation Division Administrator, OPI; Mr. Eric Feaver, MEA-MFT; Mr. Dale Kimmet, Accreditation Specialist, OPI; Mr. Al McMilin, Educator Quality Program Specialist, OPI; Mr. Marco Ferro, MEA-MFT; Ms. Kim Warrick, Middle School/At-Risk Specialist, OPI; Mr. Darrell Rud, SAM; Ms. Madalyn Quinlan, Chief of Staff, OPI; Dr. Bruce Messinger, Superintendent of Helena School District; Mr. Bob Runkel, Acting Deputy Superintendent, OPI; Ms. Judy Snow, State Assessment Director, OPI; Ms. Thea Van Nice, Executive Assistant, OPI; Ms. Beck McLaughlin, Montana Arts Council; Mr. Rick Duncan, Superintendent, Powell County High School; Ms. Mandy Smoker Broadbuss, Indian Student Achievement Specialist, OPI; Mr. Bob Vogel, MTSBA; Mr. Chad Johnson, SCMASS/Fromberg Public School; Ms. Norma Bixby, MACIE; Ms. Maxine Mougeot, State Director/Fiscal Officer of Transportation, OPI; Dr. Barbara Vail, Directory of Education and Associate Academic Vice President, Rocky Mountain College; Ms. Joyce Silverthorne, P-20 Policy Advisor, OPI; Ms. Mary Bryson, Montana City School; Mr. Robert

Allen, Executive Director, Montana Nurses Association; Mr. Tony Kloker, Montana City School; Ms. Kathy Boutilier, Montana Association of School Nurses; Ms. Debora Sargent, Montana Association of School Nurses; Mr. Joe Furshong, Student Services Center Administrator, Helena Public Schools; Ms. Kendra Selser, Montana Association of School Nurses; Dr. Jo Swain, Assistant Professor, Elementary Education, Rocky Mountain College, Ms. Linda Kaiser, Public Relations/Communications, OPI; Ms. Anna Green, Governor's Office; Ms. Sue Buswell, Montana Association of School Nurses; Ms. Kathy Kidder, Montana City School; Mr. Don Johnson, Superintendent, Frazer Public Schools via conference phone; and Ms. Rita Talks Different, Chair, Board of Trustees, Frazer Public Schools via conference phone.

Items are presented in the order in which they appeared.

INFORMATION ITEMS

Item 1 CHAIRPERSON'S REPORT - Patty Myers

- November 16, 2008 MSDB Thanksgiving Dinner, Great Falls, MT
- December 16, 2008 MSDB Committee Meeting Conference Call
- December 18, 2008 MSDB Christmas Program, Great Falls, MT
- January 2, 2009 Executive Committee Conference Call

Ms. Patty Myers noted that she will fill the role as Chair of the Government Affairs Committee until the new appointee of the Board of Public Education has been identified. Then the committee assignments will be reviewed. She stated that Item 24, BPE Strategic Planning 2008-2013, will be postponed until the March 12-13, 2009 Board of Public Education meeting to review the language of the mission and goals. The Legislative Committee needs to be in constant communication with the Board prior to testimony presented on behalf of the Board.

BOARD OF PUBLIC EDUCATION APPEARANCES

Ms. Angela McLean

- November 14, 2008 Accreditation Database Conference Call
- January 2, 2009 Executive Committee Conference Call

Dr. Kirk Miller

- November 18, 2008 Class 8 Meeting, Bozeman, MT
- December 10, 2008 Class 8 Implementation Advisory Meeting

Mr. Storrs Bishop

- January 6, 2009 Accreditation Conference Call

Ms. Sharon Carroll

- November 24, 2008 Assessment Task Force Conference Call
- December 16, 2008 Assessment Task Force Conference Call

Mr. Bernie Olson

- November 21, 2008 Board of Regents Meeting, Missoula, MT
- December 6, 2008 MSDB Foundation Conference Call
- December 9, 2008 K-College Workgroup Meeting, Helena, MT

Item 2 EXECUTIVE SECRETARY'S REPORT - Steve Meloy

- November 7, 2008 Auditor's Meeting, Helena, MT
- November 12, 2008 New Deputy Commissioners' Reception, Helena, MT
- November 14, 2008 Accreditation Database Conference Call
- November 17, 2008 Meeting Concerning Counselors, Helena, MT

- November 19, 2008 Accreditation Database Meeting, Helena, MT
- November 21, 2008 Board of Regents Meeting, Missoula, MT
- December 3, 2008 Meeting with Sue Buswell, Helena, MT
- December 9, 2008 Mini Ed Forum Meeting, Helena, MT
- December 9, 2008 K-College Workgroup Meeting, Helena, MT
- December 10, 2008 Class 8 Implementation Advisory Meeting
- December 16, 2008 MSDB Committee Meeting Conference Call
- December 17, 2008 Legislative Fiscal Division Budget Meeting, Helena, MT
- December 17, 2008 Governor's Office Budget Meeting, Helena, MT
- December 30, 2008 Legislative Auditor Meeting/Dual Enrollment, Helena, MT
- January 2, 2009 Executive Committee Meeting Conference Call
- January 5, 2009 Inauguration Ceremonies, Helena, MT
- January 6, 2009 Mini Ed Forum Meeting, Helena, MT
- January 6, 2009 Accreditation Committee Conference Call

- Mr. Steve Meloy highlighted that the Board has provided copies of rule adoption or amendment notices to the Legislative Fiscal Division to review for fiscal impact to schools according to SB152. Now the 2009 Legislature is reviewing SB67 sponsored by Senator Laible to prohibit the Board of Public Education from implementing any rule, policy, or standard that will have a substantial financial impact on a school district until the legislature appropriated money to fund. This bill and others were addressed under the legislative update.
- Mr. Steve Meloy attempted to encapsulate the work of the Board and its partners from the July 2008 Strategic Planning Session. He appreciated comments and feedback on the mission and goals that have been submitted for review.
- Discussion ensued around the unified budget that was approved by the Board of Education on January 8, 2009 as well as the fiscal and labor impact on the Board of Public Education and the Office of Public Instruction due to license revocations.

PUBLIC COMMENT

There was none. 1:30 p.m.

LEARNING FIRST ALLIANCE

- November 26, 2008 Learning First Alliance Sub-Group Meeting, Helena, MT
- December 9, 2008 Learning First Alliance Meeting, Helena, MT

The Board of Public Education has been represented at the table for many of the Learning First Alliance meetings. A draft vision and goals have been completed. Mr. Steve Meloy and Mr. Peter Donovan will continue to participate if this is in the best interest of the Board. The Board's educational partners have done an excellent job putting this alliance together and Mr. Steve Meloy would like to continue to support the forming of a Montana Alliance and provide a voice at the table on behalf of the Board. It was noted that MTSBA is now present at the table, but MEA-MFT remains absent.

Item 3

CSPAC REPORT - Peter Donovan

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| MT | <ul style="list-style-type: none"> • November 14, 2008 Interpreter's Standards Meeting, Helena, MT • November 17, 2008 Governor's Award for Excellence Ceremony, Helena, • November 17, 2008 Meeting Concerning Counselors, Helena, MT • November 18, 2008 Class 8 Meeting, Bozeman, MT • November 26, 2008 Learning First Alliance Sub-Group Meeting, Helena, MT • December 5, 2008 Paraprofessional Consortium, Helena, MT • December 9, 2008 Mini Ed Forum Meeting, Helena, MT • December 9, 2008 Class 8 Meeting, Helena, MT • December 10, 2008 Class 8 Implementation Advisory Meeting, Helena, MT |
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- December 16, 2008 Chapter 57 Class 3 Meeting, Helena, MT
- December 30, 2008 Legislative auditor Meeting/Dual Enrollment, Helena, MT
- January 5, 2009 Inauguration Ceremonies, Helena, MT
- January 6, 2009 Mini Ed Forum Meeting, Helena, MT

- Mr. Peter Donovan addressed that CSPAC will add two 1-day meetings to its calendar to review the completed Class 8 applications. CSPAC will receive a comprehensive overview of the Review Panel process during its January CSPAC meeting courtesy of Dr. Linda Vrooman Peterson, Ms. Elizabeth Keller, and Mr. Peter Donovan. The Class 8 application is available on the Office of Public instruction website and a link is available on the Board of Public Education's website.
- Highlights were provided from the November 14, 2008 Sign Language Interpreters Standards Workgroup Meeting. The next meeting is scheduled on January 14, 2009.

Item 4 STATE SUPERINTENDENT'S REPORT - State Superintendent Denise Juneau

State Superintendent Denise Juneau expressed her dedication to building a partnership with the Board of Public Education. She has been in office for four days: Day 1 – Swearing in and OPI reception; Day 2 – Met the legislative team; Day 3 – Attended the Board of Regents meeting; Day 4 – Attended Board of Education and Board of Public Education; and Day 5 – Looks forward to moving into her office. She then introduced her personal staff: Mr. Bob Runkel, Acting Deputy Superintendent who is currently serving for Mr. Dennis Parman who will join the Office of Public Instruction in July 2009; Ms. Madalyn Quinlan, Chief of Staff; Ms. Ann Gilkey, Chief Legal Counsel; Ms. Linda Kaiser, Director of Communications; Mr. Pete Carparelli, High School Initiative Director; Ms. Judy Snow, State Assessment Director; Ms. Joyce Silverthorne, P-20 Policy Advisor; Ms. Thea Van Nice, Executive Assistant; Ms. Faith Moldan, Office Manager; and Ms. Nancy Coopersmith, Assistant Superintendent. In conclusion, State Superintendent Denise Juneau recommended that the Board of Public Education rotate a different division from the Office of Public Instruction on its agenda instead of focusing only on Indian Education for All.

Item 5 COMMISSIONER OF HIGHER EDUCATION'S REPORT - Commissioner Sheila Stearns

Dr. Sylvia Moore presented on behalf of Commissioner Sheila Stearns. During her tenure Dr. Moore expressed her excitement in the educational partnerships that she observes. She is grateful to those who have worked on the Class 8 license and the challenges they have faced in this process. Dr. Sylvia Moore stated her openness to build relationships with the Board of Public Education and respond to issues that are pertinent to K-12 and beyond.

Item 6 GOVERNOR'S OFFICE REPORT - Jan Lombardi

No report.

Item 7 STUDENT REPRESENTATIVE'S REPORT - Katie Wood

Ms. Katie Wood provided a copy of the 2008 Montana Association of Student Council (MASC) Survey results. Some questions specifically reviewed:

- What class school do you attend?
- Do you think that your school spends enough time studying Native American culture and history?
- How would you rate the education you have received thus far? Do you feel that education has adequately prepared you for your postsecondary education or work after high school?

Ms. Katie Wood wished more students had responded to the survey. Discussion ensued on the importance of this survey and how to convey its significance to the schools. Ms. Katie Wood will be attending Carroll College in the fall of 2009.

Item 8 INDIAN EDUCATION REPORT - Mandy Smoker Broadus

This presentation provided a comprehensive picture of the achievement gap in Montana, as it specifically relates to American Indian students, through various data sources. It included information on the Office

of Public Instruction initiatives, collaboration, and pilot projects. A PowerPoint was presented titled *The Achievement Gap in Montana: American Indian Student Achievement State-Wide Data*. Ms. Mandy Smoker Broaddus expressed her heartfelt experience of knowing that her students collectively were not achieving up to their potential. Some specific facts identified were:

- On average, American Indian students drop out of grades 7/8 at a rate more than 6⁽⁹⁾ times that of white students and out of high school at a rate of 2^(2.5) times that of white students.
- Bozeman has the highest reading proficiency rates among the urban districts at any one grade level – 91% in 5th grade.
- American Indian students in grades 3,4,5, and 10 all saw declines in math proficiencies from the 2006-2007 Criterion Referenced Test (CRT).
- With the exception of schools on the Flathead Reservation, Box Elder has seen the steadiest and highest gains in both reading and math over three years among schools with 50-100% American Indian populations.

The type of data that was covered included: Enrollment data, Criterion Referenced Test, Reading First data, Adequate Yearly Progress (AYP), dropout rates, completion rates, Advanced Placement data, and Youth Risk Behavior Survey Data (YRBS). Discussion ensued about the academic performances between schools on reservations compared to urban districts according to the CRT; why East Glacier noted a significant increase in their Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessments; Reading First schools; impact of the AIM reporting system in tracking dropout rates; number of American Indian students taking and passing Advanced Placement (AP) exams; OPI Achievement Gap Initiatives; preparing pre-service educators in best practices to assist in closing the achievement gap; stimulus money; integrating Talent Search and Gear Up in data collection through the Office of the Commissioner of Higher Education; and the stability of leadership. In conclusion, Ms. Mandy Smoker Broaddus displayed throughout the board room the Honor Your Self Posters that honor young American Indians as role models.

Item 9 MACIE ANNUAL REPORT - Norma Bixby

Annual report was presented. Current MACIE members and representation were presented and noted that Ft. Peck Tribes, Montana Association of Bilingual Education, Montana School Boards Association, and Indian Impact Aid Schools of Montana are currently vacant. MACIE met January in Helena, April in Missoula, and September in Polson. Agendas were included. The Indian Education For All Best Practices Conference is February 17-18, 2009 in Helena, Montana. MACIE members attended the meeting of the Board of Education September 10, 2008 in Pablo, Montana where the tribal history projects were presented. MACIE will continue to provide support for the development of the accompanying curriculum guide. State Superintendent Denise Juneau stated that the materials from the tribal history projects will be disseminated through school librarians and on the OPI website. Discussion ensued about how MACIE was formed and whether the council needs to be reauthorized. State Superintendent Denise Juneau concluded that at the April 12-13, 1984 Board of Public Education Meeting, "Tom Thompson moved, Ted Hazelbaker seconded, that the Board of Public Education communicate with the Superintendent of Public Instruction to establish the Indian Education Advisory Council referred to in the policy statement. Motion carried." Mr. Cal Gilbert acknowledged Ms. Norma Bixby's passion for MACIE and the education of all students.

Item 10 KINDERGARTEN TO COLLEGE WORKGROUP REPORT - Bernie Olson

Mr. Bernie Olson reported that the Kindergarten to College Workgroup met on December 9, 2008 in Helena, Montana. The following presentations occurred: Follow-up on the Governor's Homework Assignments; Education Connectivity Taskforce, Dick Clark, State Chief Information Officer; OPI's Campaign to Inform High School Students and Parents about College Readiness, Bud Williams, Deputy Superintendent; MCIS/MCRN, Shaunda Hildebrand; and Big Sky Pathways, T.J. Eyer, OPI and Brad Eldredge, OCHE. Discussion ensued on the technology not progressing as fast as it should to promote distance learning opportunities, the need to use Advanced Placement programs better for students, information sharing to make students aware of course offerings, e-learning, and closing the achievement gap of American Indian students. Dr. Kirk Miller stated that he will connect with Mr. Terry Beaubois, MSU

Creative Research Lab, on the use of the College Access Challenge Grant to explore how iTunesU and iTunes K-12 as presented at the Board of Education meeting on January 8, 2009.

Item 11 LEGISLATIVE UPDATE - Steve Meloy

Executive Secretary Steve Meloy presented the following bills of interest:

- SB 67 Require funding before school rules with fiscal impact implemented
- SB 80 Elect Board of Regents
- SB 81 Elect Board of Public Education
- SJ 4 Study option for improving administrative efficiencies in school system
- HJ 6 Urge development of K-12 education shared policy goals
- SJ 8 Urge development of K-20 education shared policy goals

The Board agreed to maintain open chains of communication with Mr. Steve Meloy and Mr. Bernie Olson to ensure that the views of the Board are properly conveyed to the legislature. After deliberating the bills the Board moved unanimously to oppose SB 67, SB 80, and SB 81. In regard to SJ 8 and HJ 6 the Board agreed by consensus to act as a proponent to the resolutions, but not to the prescriptive language that contains the language of the goals and measures. The Board recommended that Mr. Steve Meloy represent SJ 4 as an informational witness to encourage the legislature to review the work of the renewal commission and consolidate the research that was conducted over the past three interims in regard to the Position on Public School Funding and Structure. Discussion ensued around the unified budget that was approved at the Board of Education Meeting on January 8, 2009.

Item 12 CONFUCIUS INSTITUTE - Honorable Bob Brown

The Honorable Bob Brown stated that the system of Confucius Institutes (CI) was created by the Chinese Ministry of Education to foster greater understanding of Chinese language and culture worldwide. Confucius Institutes are viewed by some critics as a vehicle for Chinese "soft power," but the University of Montana did not accept funding until it was convinced that the Chinese exert no control over the programs conducted by individual institutes. The Mansfield Center has put up ample matching funds because the institutes' goals are consistent with the Center's outreach mission. Each CI is run in conjunction with a Chinese partner, which provides 1-3 professors. Some points that the Honorable Bob Brown presented were:

- Opportunity to expand teaching on China fulfils a need, as China's importance is growing
- Not just China's strength but its problems dictate the need for greater "educated" engagement by the U.S.
- Montana students who know the language and culture of >20% of the global population will have a huge advantage in the job market
- University of Montana can facilitate a process to bring highly trained Chinese instructors to work full-time in individual districts, and handle visa, logistics, and orientation. China pays teacher salary. District's obligation is limited to providing housing, health insurance, limited transportation with a total cost of approximately \$10,000 per year

Dr. Kirk Miller was presented with pottery by the Board of Public Education as a departing gift.

January 9, 2009 – Friday

TIME CERTAIN 8:00 a.m. – 10:00 a.m. CAPITOL Room 472

DISCUSSION ITEMS

Item 13 BOARD OF EDUCATION UNIFIED BUDGET DISCUSSION WITH THE JOINT APPROPRIATION SUBCOMMITTEE ON EDUCATION - Board of Education

Those in attendance at the meeting included the following Joint Appropriation Subcommittee Members: Chairman Representative Dan Villa, Vice Chair Senator Debby Barrett, Representative Bill Glaser, Senator Bob Hawks, Representative Roy Hollandsworth, Senator Jim Peterson, and Representative

Cheryl Steenson. Board of Public Education Members included: Chair Ms. Patty Myers, Vice Chair Ms. Angela McLean, Dr. Kirk Miller, Mr. Storrs Bishop, Mr. Bernie Olson, Ms. Sharon Carroll, Student Representative Ms. Katie Wood, and Executive Secretary Mr. Steve Meloy. Board of Regent Members included: Student Regent Mr. Mitch Jessen and Commissioner Sheila Stearns. Staff present included: State Superintendent Denise Juneau; Ms. Jan Lombardi, Governor's Education Policy Advisor; Ms. Pam Joehler, LFD; Ms. Kris Wilkinson, LFD; Ms. Suzan Scott, OBPP; Ms. Nancy Hall, OBPP; and Ms. Shirley Chovanak, Secretary.

Commissioner Sheila Stearns summarized the goals of the Montana University System: Affordable/accessible, economic workforce community development, and efficiency/effectiveness. Ms. Patty Myers summarized the goals of the Board of Public Education: Evaluate accreditation standards, promote quality teaching and administration, promote data-driven research, and embrace educational reform. Mr. Steve Meloy recommended that the Joint Appropriation Subcommittee on Education review the work of the renewal commission and consolidate the research that was conducted over the past three interims in regard to the Position on Public School Funding and Structure. State Superintendent Denise Juneau presented her goals for the Office of Public Instruction: Support schools to achieve standards; data-driven decision making; celebrating successes/embracing challenges; professional development; assessment; and accountability. Many examples were shared by all in regard to the collaboration between the educational partners. Chairman Representative Dan Villa questioned how the funds can best be used to further the existing efficiencies? Dr. Kirk Miller and Mr. Steve Meloy expressed the need to capture and maintain effective programs and do not create another interim but revitalize the work of the past three interims from November 2002 – December 2005. Other topics discussed included: instructional development, accountability, curriculum specialists, critical teacher shortages, highly qualified educators, at-risk students, and the Board of Education's unified budget.

BPE Meeting Reconvened at 10:35 a.m.

Dr. Mary Sheehy Moe represented Commissioner Sheila Stearns

Item 14 MT CIRCLE OF AMERICAN MASTERS POSTERS - Beck McLaughlin, Education & Web Services Director, MT Arts Council

Ms. Beck McLaughlin presented four posters to the Board of Public Education that were funded by the National Endowment for the Arts, and feature artwork by four artists who are in Montana's Circle of American Masters in the folk and traditional arts. The back of each poster has a photo of the artist, his or her biography and a visual arts lesson plan that relates to the artist's work. Four of the first artists accepted into the program are represented on the posters include: Ms. Jackie Larson Bread, beadwork artist; Mr. Edward Caffrey, bladesmith; Mr. Richard Charlson, wood artist; and Mr. Al Chandler Goodstrike, traditional hide preparation, construction and decoration.

Item 15 COLLEGE READINESS REPORT AND MUSWA INVITATION - Dr. Jan Clinard, Director of Academic Initiatives, OCHE

This report provided a brief summary of the results from the Montana's Class of 2008 who took at least one College Entrance Exam: the ACT, the SAT, and/or the Montana University System Writing Assessment (MUSWA). It also summarized the results from other College Board tests, including Advanced Placement, PSAT, and Subject Area Exams. Over 60% of Montana's Class of 2008, consisting of 11,202 students took an entrance exam. Entrance exams are only part of the admissions requirements for Montana's four-year universities. The full array of admissions requirements include:

Regents' College Preparatory Curriculum

- 4 years English
- 3 years math
- 2 years lab sciences
- 3 years social studies

Composite/Overall College Entrance Exam Scores:

- 20 (MSU-N & UM-W) or 22 on ACT
- 1440 (MSU-N & UM-W) or 1540 on SAT; or 2.5 GPA; or upper half of class

Math Proficiency or Rigorous Core for Full Admission/College-level Placement

- 22 on ACT or 520 on SAT

Writing Proficiency for Full Admission/College-Level Placement

- 7 on ACT essay or 18 on ACT Combined Writing
- 7 on SAT essay or 440 on SAT Writing Section
- 3.5 on MUSWA

Dr. Jan Clinard shared charts and statistics via a PowerPoint and a handout. In conclusion, she extended a welcoming invitation to the Board to either observe or participate in the Montana University Writing Assessment Workshops as a rewarding opportunity for professional development.

Dr. Mary Sheehy Moe departed at 11:30 a.m.

Item 16 TRANSPORTATION ANNUAL REPORT - Maxine Mougeot

The presentation included information regarding the continued growth of the school bus driver training program, the progress of the web-based transportation program and information about the new federal rule regarding lap/shoulder belts in school buses. The Board was updated with limited statistics, current issues facing the transportation community and current success of the transportation program. New construction and operational standards are currently being written by the Office of Public Instruction and will be presented to the Board of Public Education at a later date. Ms. Maxine Mougeot stated that transportation data changes very little from one year to the next. Some specific topics discussed included: School bus driver training program, web-based on-line transportation program, and lap/shoulder belts. Some key elements of the new rule concerning lap/shoulder belts include:

- All school buses – All seat bottom cushions that are designed to flip up or be removable must have a self-latching mechanism by October 21, 2009
- School buses with a GVWR of 10,000 pounds or less must have lap-shoulder belt restrains for all seating positions by October 21, 2011
- All new small buses manufactured on or after effective date – all seats must be constructed with seat back height at a minimum of 24" above the Seating Reference Point (actually 28" when measured from the top of the seat bottom). This is equivalent to the high back seats currently required by some states
- Voluntarily-installed seat belts in large school buses must meet the performance standards and other requirements specified by this final rule for any new buses manufactured on or after October 21, 2011

Discussion continued about whether or not to retro-fit the buses. The following reasons were provided as to why not to retro-fit:

- Seats are spaced too close together (danger is to children that are the right height to hit their heads on the seat in front, causing neck injuries)
- Lap only belts are dangerous for small children due to their forming body structure causing hip, back and internal injuries
- Seat anchorage is not strong enough to hold the weight of children that would be attached to the seats
- Seat bottoms lack construction strength to have belts attached
- Loss of bus capacity – only 2 small children to a seat rather than 3
- Less expensive non-retractable belts are difficult to clean and maintain

Ms. Maxine Mougeot stated she will bring the standards before the Board of Public Education for her

recommendation that will be presented in March 2009.

Item 17 SCHOOL NURSING SERVICES IN MONTANA - Sue Buswell, RN, MS, NCSN

President of the Montana Association of School Nurses, Ms. Sue Buswell distributed a significant packet of support letters in regard to having a fulltime registered, professional nurse on the school staff per every 750 students. Ms. Sue Buswell stated that at the present time, Montana maintains a school nurse to student ratio of 1:1500, and ranked #34 of 50 states in provision of school nursing services. Increasing numbers of students enter school with acute and chronic health conditions that require management during the school day. The school nurse insures the optimum health and well-being of all students and school staff by offering direct health care, providing health education, promoting a healthy school environment, and serving as a liaison between school personnel, families, health care providers, and the community. Research indicates that schools employing school nurses have fewer student absences, decreased drop-out rates, and higher test scores. Documents that were provided include: 1) *Healthy Children Learn Better! School Nurses Make a Difference*; 2) letter from Ms. Sue Buswell, RN, MS, NCSN; 3) *The Impact of School Nursing on School Performance: A Research Synthesis*; 4) *National Association of School Nurses(NASN): Issue Brief*; 5) *NASN: Position Statement*; 6) *Role of the School Nurse in Providing School Health Services*; 7) *Creating Asthma Friendly Schools in Montana*; 8) *Educational and Community –Based Programs*; 9) *The Number of Students Sent Home by School Nurses Compared to Unlicensed Personnel*; and 10) Montana Department of Labor and Industry Business Standards Division: *Montana State Board of Nursing LPN in School Nursing Position*. Ms. Sue Buswell presented a PowerPoint titled *Every Child in Montana Deserves a School Nurse: One Full Time Registered, Professional School Nurse for Every 750 Students in 2009*. Mr. Robert Allen, Executive Director, Montana Nurses Association; Ms. Kathy Boutilier, Montana Association of School Nurses; and Ms. Debora Sargent, Montana Association of School Nurses testified in support. MEA-MFT supports the Montana Association of School Nurses' proposal that the ratio of registered, professional school nurses to students be 1 to 750. Discussion ensued of the cost that would be incurred by school districts to meet this standard and whether or not the work should be done by the Board of Public Education or the legislature. Ms. Sue Buswell will make an attempt to get this data to the Board by March 2009.

**Item 18 REQUEST FOR NEW PROGRAMS – ROCKY MOUNTAIN COLLEGE PROPOSES
ADDING PROGRAMS FOR ENDORSEMENTS IN ENGLISH EDUCATION MINOR
AND A READING MINOR - Dr. Barbara Vail and Dr. Linda Vrooman Peterson**

The Office of Public Instruction provided to the Board of Public Education for discussion the materials relating to the proposal from Rocky Mountain College to add an English Education Minor and a Reading K-12 Minor to its education curriculum. Barbara J. Vail, Ph.D., Director of Education and Associate Academic Vice President at Rocky Mountain College will present the descriptions of the proposed programs including the requirements for each program and a completed institutional report relating to the specific standards of Chapter 58 – Professional Educator Preparation Program Standards: ARM 10.58.509 English; ARM 10.58.521 Reading Specialist; and ARM 10.58.802 Standards for Approval. Report materials include: Proposed English Education Minor Requirements; Proposed Reading Minor Requirements; and Rocky Mountain College Reading Minor. Dr. Joyce Swain and Dr. Barbara Vail provided rationale for both minors, reviewed requirements, and course descriptions. Ms. Patty Myers asked about the common course numbering and Dr. Barbara Vail stated that is a very large hill to climb, but would consider the concept.

Ms. Joyce Silverthorne represented State Superintendent Denise Juneau at 1:20 p.m.

**Item 19 REQUEST FOR NEW PROGRAMS – MONTANA STATE UNIVERSITY-BILLINGS
PROPOSED ADDING PROGRAMS FOR ENDORSEMENTS IN BROADFIELD
SCIENCE, POLITICAL SCIENCE, PERMISSIVE COMPETENCIES FOR EARLY
CHILDHOOD AND EDUCATIONAL TECHNOLOGY - Dr. Linda Vrooman Peterson**

The Office of Public Instruction introduced to the Board of Public Education a proposal from the Montana State University – Billings (MSU-B) to add the following programs to its education curriculum: Broadfield

Science Teaching Major; Political Science Teaching Major; Early Childhood Special Permissive Competency; and Educational Technology Special Competency. The Office of Public Instruction received a formal request for these new programs by letter on November 26, 2008, from Bonnie Jones Graham, M.Ed., Director of Licensure Standards and Clinical Practice at MSU-B.

At the Board of Public Education meeting in March 2009, Dr. Graham will present the descriptions of the proposed programs including the requirements for each program, course syllabi, and the completed institutional report relating to the specific standards of Chapter 58 – Professional Educator Preparation Program Standards: ARM 10.58.522 Broadfield Science Teaching Major; ARM 10.58.523 Political Science Teaching Major; ARM 10.58.527 Early Childhood Special Permissive Competency; ARM 10.58.527 Educational Technology Special Competency; and ARM 10.58.802 Standards for Approval. The Board of Public Education will address this item further at its March 2009 meeting.

Item 20 CHAPTER 57 REVISIONS - Peter Donovan and Kim Warrick

At the November BPE meeting, Kim Warrick and Peter Donovan provided to the Board of Public Education Chapter 57 amendments as recommended by the Chapter 57 Revision Team. The Chapter 57 Revision Team facilitated by the Office of Public Instruction and the Certification Standards and Practices Advisory Council, included representatives from Montana education stakeholders.

During the presentation at the November BPE meeting, the presenters reported that the Subcommittee on Class 3 School Administrator Licensure had not reached full consensus on the draft rules relating to licensure for school administrators. At the request of the BPE, the presenters agreed to ask the Subcommittee on Class 3 School Administrative Licensure to reconvene to see if consensus could be achieved on amended administrative rules to be present to the BPE in January 2009. The Subcommittee on Class 3 School Administrator Licensure met on December 16, 2008 and reached consensus on the amended administrative rules for Class 3 Administrative Licensure (enclosed in agenda packet). The Chapter 57 Revision Team requests the Board of Public Education to incorporate amendments to Class 3 School Administrator licensure into the Notice of Public Hearing and timeline relating to ARM 10.57.102 through 10.57.611 on Chapter 57 Educator Licensure.

The correct version was distributed to the Board. The change to Class 3 Administrative License – Superintendent Endorsement in ARM 10.57.414 (1) (vii) and (b) would issue the applicant a standard Class 3 license and the applicant would have to complete 6 credits during the 1st term of the 5-year renewal cycle instead of issuing a class 5 non-renewable alternative route license. The change to Class 3 Administrative License – Elementary Principal Endorsement in ARM 10.57.415 (1) (iii) would remove the requirement of the Montana school finance course. This is duplicated in the Class 3 Administrative License – Secondary Principal Endorsement in ARM 10.57.416 (1) (iii). All the other language remained the same. Discussion ensued about the difficulty in obtaining the Montana school finance and Montana school law coursework in three years versus five years, the importance of one course versus the other, recruitment of superintendents and principals in small schools, and the value of the Board of Public Education's licensing procedures.

Item 21 NCLB UPDATE - Nancy Coopersmith

Following an April 2007 on-site review of the Office of Public Instruction NCLB Title II, Part A program by the U.S. Department of Education (USED), the Office of Public Instruction addressed the findings of the federal review. As part of federal requirements concerning teacher qualifications, the OPI staff published and disseminated to Montana schools the Montana NCLB HQT Data Collection Manual for the 2008-09 School Year. The presentation included the process described in the manual as well as next steps to meet the compliance requirements of the USED.

There are three major findings that must be addressed by the Office of Public Instruction in order to maintain compliance with NCLB, and therefore, remain eligible to receive NCLB funding. Since the USED disagreed with definitions and the implementation of requirements, the Office of Public Instruction

must revise the data collection process for the 2008-2009 school year. In order to do that, OPI must gather information concerning Montana teachers. The information to be gathered includes the following:

1. Core academic classes taught by Special Education teachers;
2. Core academic classes taught by teachers (grades 9-12) without a college major in the subjects they teach; and
3. Elementary teachers (grades K-8) who had a Class 5 Alternative License.

In future years the information will be collected electronically in the Annual Data Collection.

Item 22 CLASS 8 IMPLEMENTATION REPORT - Peter Donovan and Dr. Linda Vrooman Peterson

This presentation provided the Board of Public Education the dissemination plan and timeline for implementing Class 8 Dual Credit-Only Postsecondary Faculty License. On Wednesday, December 10, 2008 the Class 8 Implementation Advisory Committee, chaired by the Office of Public Instruction Deputy Superintendent Bud Williams, approved this Class 8 implementation recommendation to the Board.

The purpose of the Class 8 Implementation Advisory Committee included providing advice to the Office of Public Instruction on the process for implementing and administering the Class 8 Dual Credit-Only Postsecondary Faculty License; ensuring postsecondary instructors of dual-credit courses meet the provisions of ARM 10.57.437, No Child Left Behind, and MCA 20-4-101 Teacher Certification; and providing Montana's K-12 students more opportunity to access dual-credit courses.

A sample completed Class 8 application was provided for review. There was in-depth discussion about the pedagogy that would be evidenced in ARM 10.58.501 in a small portfolio that would provide assurances and validation of meeting or exceeding this standard. It was noted that all additional evidence must be available from either the Chief Academic Officer or the applicant upon request by the Office of Public Instruction and subject to an on-site review. Failure to produce the requested evidence within 30 days of receipt of the request may result in revocation or suspension of the Class 8 License.

2:15 p.m. State Superintendent Denise Juneau returned to the meeting

Mr. Pete Donovan explained to the Board that the review team will begin prior to the March 2009 Certification Standards Practices Advisory Council (CSPAC) meeting. Training will be conducted by Mr. Pete Donovan, Dr. Linda Vrooman Peterson, and Ms. Elizabeth Keller. The recommendation for licensure will come from the review panel and the Dean representative of CSPAC will make the final recommendation. The Class 8 application that is currently being used does not reflect the changes from Chapter 57 yet because Chapter 57 has not been adopted to date. Once Chapter 57 is adopted, the changes will be reflected in the Class 8 application.

2:30 p.m. Mr. Bernie Olson departed

Item 23 ASSESSMENT UPDATE - Judy Snow

Reports

1. CRT and CRT – Alternate Contract Award
2. Assessment Conference will be January 29-30, 2009 at the Crowne Plaza in Billings, MT. The conference will have sessions on assessment topics and training for the 1009 MontCAS test administration.
3. December JUMP Newsletter included the 2008-2009 MontCAS testing window:

October 20 – November 21, 2008	English Language Proficiency (ELP) Grades K-12
January 22 – March 6, 2009	NAEP, Grades 4 and 8, Reading, Math, and Science
February 10 – March 25, 2009	CRT – Alternate, Grades 3-8 and 10, Reading and Math; Grades 4,8, and 10, Science

March 2 – March 25, 2009	CRT, Grades 3-8 and 10, Reading and Math; Grades 4,8, and 10, Science
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4. Update on the assessment task force meetings and recommendations on:
 - a. High school grade for CRT and CRT-Alternate; and
 - b. Projects to increase awareness and skills in formative assessment.

The updates on three of the projects resulting from the charge of the Assessment Task Force:

 - **Skill analysis of seven years of the Norm-Reference Test (Iowa Tests) results.** The analysis has been completed and presented to the Board of Public Education at its November 2008 meeting. The PowerPoint slides and the written report are posted on the OPI website.
 - **Creating interest and awareness in formative assessment.** The 2008 and 2009 Assessment Conference feature keynote speakers and breakout sessions on formative assessment. In addition, each system received a copy of a book authored by the 2008 keynote speaker, *Transformative Assessment* by W. Jim Popham.
 - **Survey of Montana educators to identify needs for state and local assessment.** Following focus groups at the 2008 assessment conference and other meetings of educators, a questionnaire was developed. The survey was posted online in September. The results of the survey were presented to the Board of Public Education at the November 2008 meeting. The PowerPoint slides and the written report are posted online on the OPI website.

ACTION ITEMS

PUBLIC COMMENT

The public will be afforded the opportunity to comment before the Board on every action item on the agenda prior to final Board action.

Item 24 BPE STRATEGIC PLANNING 2008-2013 - Steve Meloy

This item was postponed until the March 2009 meeting.

Item 25 REQUEST FOR NOTICE OF PUBLIC HEARING – CHAPTER 57 - Peter Donovan and Kim Warrick

At the November 2008 Board of Public Education meeting, Kim Warrick and Peter Donovan provided to the Board Chapter 57 amendments as recommended by the Chapter 57 Revision Team. The Chapter 57 Revision Team facilitated by the Office of Public Instruction and the Certification Standards and Practices Advisory Council, included representatives from Montana education stakeholders.

This presentation provided to the Board of Public Education the Notice of Public Hearing and timeline relating to ARM 10.57.102 through 10.57.611 Chapter 57 Educator Licensure.

MOTION: Ms. Angela McLean moved to approve the Notice of Public Hearing and timeline relating to Chapter 57 Educator Licensure in ARM 10.57.102 through 10.57.611 as presented. Dr. Kirk Miller seconded.

The proposed amendments to the Class 3 School Administrator Licensure that was presented as Item 20 met some opposition in regard to the number of years that should be necessary to obtain the necessary Montana school finance and Montana school law coursework, whether one course is more valuable than the other or the necessity, and the value of the Board of Public Education's licensing procedures. The Board discussed the hearing procedures and how amendments to the notice occur in the process.

Motion passed 4-2. Mr. Bernie Olson was absent from the vote.

Item 26

ALTERNATIVE TO STANDARD REQUESTS - Dale Kimmet

This presentation provided to the Board of Public Education for consideration of Initial Alternative Standard and/or Five-Year Renewal Alternative Standard Requests recommended either for approval or for disapproval by State Superintendent Denise Juneau. The report is included in the agenda packet. A review was provided of the Montana Small Schools Alliance (MSSA) Plan for Alternative Standard Collaboration.

Initial Alternative Standard Applications

There were four districts and eleven schools evaluated in accordance with ARM 10.55.604 for initial alternative standards.

- **Rosebud County**

- Forsyth School District

- Forsyth 7-8 – 10.55.709 Library Media Services
 - Forsyth 9-12 – 10.55.709 Library Media Services

MOTION: Mr. Storrs Bishop moved to accept the State Superintendent's recommendation to approve the alternative standard request for Forsyth School District. Dr. Kirk Miller seconded. Motion passed unanimously. Mr. Bernie Olson was absent from the vote.

- Colstrip School District

- Pine Butte Elementary K-5 – 10.55.709 Library Media Services
 - Frank Brattin Middle School 6-8 - 10.55.709 Library Media Services
 - Colstrip High School 9-12- 10.55.709 Library Media Services

There is a library in each of the three schools in the district, but only 2.0 FTE librarians. The State Superintendent recommended disapproval of the alternative standard request. The Colstrip School District does not meet or exceed the current standard.

MOTION: Mr. Storrs Bishop moved to accept the State Superintendent's recommendation for disapproval of the alternative standard request of Colstrip School District. Ms. Sharon Carroll seconded.

Discussion ensued about school districts not meeting the standards. The question was raised if it is the result of the rules not being contemporary? The Board of Public Education noted that it should be mindful to revise the rules without sacrificing the quality of education if the rule is not contemporary. There needs to be some flexibility. Ms. Angela McLean noted the need to drill deeper into the data. Dr. Kirk Miller stated that the data can't be drilled into if it isn't there. He went on to state that school districts are looking at the relief of pressure valves. Schools cannot meet the standards if the resources are not available. Ms. Patty Myers wondered if the right questions are being asked.

Motion passed unanimously. Mr. Bernie Olson was absent from the vote.

- **Jefferson County**

- Montana City School District

- Montana City Elementary K-5 - 10.55.709 Library Media Services
 - Montana City Middle School - 10.55.709 Library Media Services

Currently the library staff consists of a 1.0 FTE librarian and a 0.5 FTE paraprofessional. Through collaboration with other staff, weekly library lessons, extended library programs of Battle of the Books and the Accelerated Reader program, and collaboration with the teacher of the gifted and talented program (Quest) the district believes the library media standards are being met. Due to insufficient FTE the library/media skills curriculum is not being full taught to each

grade level according to the standard. The State Superintendent recommended disapproval of the alternative standard request. The Montana City School District does not meet or exceed the current standard.

MOTION: Mr. Storrs Bishop moved to accept the State Superintendent's recommendation for disapproval of the alternative standard request of Montana City School District. Dr. Kirk Miller seconded.

Mr. Tony Kloker, Superintendent of Montana City Schools appealed the recommendation stating the intent of rule 10.55.604 is to allow locally initiated proposals that better reflect the unique individuality of each district as well as foster innovative approaches to solving educational problems. Montana City School seeks an alternative standard solely on the number of FTE's required, not on the instructional services the students receive. Mr. Kloker provided the Board of Public Education with a list of concerns in response to the information that was provided in the memorandum provided to the Board by the Office of Public Instruction. In addition he provided a document that states the curriculum is being fully taught. "The library program is evaluated through the following multiple measures: classroom based assessments, teacher observations, parent surveys, rubrics, number of books being circulated, AR tests, CRT, MAP assessment, SAGES, student ability to demonstrate competence in the scavenger hunt activities in 4th & 8th grade, supervision through our administration, etc." This recommendation has caused great stress on the staff because they believe that they are doing more today to address this alternative standard than when they actually met it. Ms. Mary Bryson the chair of the School Board of Trustees and Ms. Kathy Kidder the librarian stressed their concerns with the State Superintendent's recommendation.

The Board of Public Education had a heartfelt discussion with OPI and Montana City Schools. The discussion included: choices of schools to meet standards or not, belief in innovation, holding true to the standards, asking the right questions, drilling down the data, and evaluating standards.

Motion passed 5-1. Mr. Bernie Olson was absent from the vote.

- **Fergus County**

- Lewistown Public School District
 - Highland Park Elementary PK-2 - 10.55.709 Library Media Services
 - Garfield Elementary 3-4 - 10.55.709 Library Media Services
 - Lewis & Clark Elementary 5-6 - 10.55.709 Library Media Services
 - Lewistown Jr. High 7-8 - 10.55.709 Library Media Services

The Lewistown School District employs a 1.0 FTE librarian for the four schools. The required amount of FTE for the four schools is 2.5. Even though the Para educators are licensed and endorsed librarians, they are employed as paraprofessionals and not librarians. The proposal does not meet or exceed the current standard.

MOTION: Mr. Storrs Bishop moved to accept the State Superintendent's recommendation for disapproval of the alternative standard request of Lewistown Public School District. Ms. Sharon Carroll seconded. Motion passed unanimously. Mr. Bernie Olson was absent from the vote.

Renewal Alternative Standard Applications

There was one district and one school that have been received and evaluated in accordance with ARM 10.55.604.

- **Pondera County**

- Dupuyer Elementary
 - Dupuyer School PK-8 – 10.57.709 Library Media Services

MOTION: Mr. Storrs Bishop moved to accept the State Superintendent's recommendation for approval of the renewal of the alternative standard request of Dupuyer Elementary for Library Media Services. Ms. Sharon Carroll seconded. Motion passed unanimously. Mr. Bernie Olson was absent from the vote.

- Dupuyear Elementary
- Dupuyear School PK-8 – 10.55.710 School Counseling Services

MOTION: Mr. Storrs Bishop moved to accept the State Superintendent's recommendation for approval of the renewal of the alternative standard request of Dupuyer Elementary for School Counseling Services. Mr. Cal Gilbert seconded. Motion passed unanimously. Mr. Bernie Olson was absent from the vote.

Mr. Dale Kimmert presented a slide show of some of the schools that were visited.

Item 27 REPORT ON 2007-2008 SCHOOL IMPROVEMENT PLANS - Dale Kimmert

It is the intent to provide the Board of Public Education with a final report on the improvement plans required of schools that received either Advice or Deficiency accreditation status for the school year 2007-2008 and improvement plans required for all schools with misassigned teachers for the school year 2007-2008. This final report verifies the current status of those plans following a review of the 2008 Annual Data Collection electronic preliminary accreditation reports for each of those schools. The report also included comments and recommendations for certain school improvement plans that the State Superintendent has determined to be incomplete, or not adequate to address the deviations that led to the Advice or Deficiency status determination or not adequate to address the misassignments. Attached to this document find a memo re: Questions on technology Requirements for Public School Classrooms. This memo will be referenced when discussing the Harlowton School Improvement Plan. Brockton Public Schools and Frazer Public Schools were pulled from this report since they were being addressed separately as agenda Item 28 and Item 29 respectively. Pryor 7-8 and Plenty Coups High School in Bighorn County; Lewistown Elementary Schools in Fergus County; Lambert 7-8 and Lambert High School in Richland County; and Plentywood 7-8 and Plentywood High School in Sheridan County are in need of an on-site visit due to missing corrective plans, unlicensed teachers, or continuous serious deviations.

MOTION: Mr. Storrs Bishop moved to accept the State Superintendent's recommendation to approve the 2007-2008 Improvement Plans submitted by schools receiving advice or deficiency status with the exception of Brockton Public Schools and Frazer Public Schools. Dr. Kirk Miller seconded. Motion passed unanimously. Mr. Bernie Olson was absent from the vote.

Item 28 BROCKTON PUBLIC SCHOOLS - Steve Meloy and Sammy Nygard, Chairperson

The current Chairperson of Brockton Public Schools is Mr. Rodney Burshia and Mr. Richard Whitesell is the Superintendent. On December 17, 2008 the Board of Public Education directed the Chairperson and the Superintendent to appear at the Board of Public Education meeting on January 9, 2009 to hear directly why Brockton Public Schools have been in noncompliance for the past 7 years. Mr. Richard Whitesell submitted a letter dated January 5, 2009 to Ms. Patty Myers addressing the issues of non-compliance and requested a postponement from the proposed meeting date due to weather and road conditions. Arrangements were made to have him participate via a conference call on January 9, 2009. Mr. Richard Whitesell did not answer the phone when the Board of Public Education called him at 5:05 p.m. The Board proceeded with the item and used Mr. Richard Whitesell's letter as his presence.

Mr. Al McMillin explained to the Board of Public Education as to why the decision was made to complete a full audit of the Brockton School District in regard to the Annual Data Collection (ADC). The Office of Public Instruction determined that the ADC was accurate, but complaints continued to occur about issues

that were allegedly occurring in the district. The previous superintendent left in the spring and the Office of Public Instruction are complimentary of the direction the school district has been moving, but the issue of non-licensed teachers needs to be addressed. Mr. Richard Whitesell tried to use the emergency authorization process again, but it may only be used once. Mr. Al McMilin stated that a plan of action needs to be established and implemented. Discussion ensued that the Board of Public Education is in the business of accrediting schools versus pulling it, but would do so if a definite plan isn't implemented.

MOTION: Mr. Storrs Bishop moved that by February 20, 2009 the Brockton School District working with the Accreditation Division of the Office of Public Instruction must develop a definite plan that would stop the use of the non-licensed teacher(s). This plan must address the letter and intent of both accreditation rule (ARM 10.55.707) and state statute (20.4.101). The Board of Public Education will then review the plan and the State Superintendent's recommendation to approve or disapprove the plan at the March meeting. The district is advised that if such a plan is not forthcoming or if it is not recommended for approval by the State Superintendent, that such a circumstance could have a direct and adverse affect on its 2009-2010 accreditation status. Ms. Angela McLean seconded. Motion passed unanimously. Mr. Bernie Olson was absent for the vote.

Item 29 FRAZER PUBLIC SCHOOLS - Steve Meloy and Rita Talks Different, Chairperson
Chairperson Rita Talks Different and Superintendent Don Johnson participated in this item via conference call at 5:35 p.m. On December 17, 2008 the Board of Public Education directed the Chairperson and the Superintendent to appear at the Board of Public Education meeting on January 9, 2009 to hear directly why Frazer Public Schools have been in noncompliance dating back to 2005. Mr. Dale Kimmet stated that Mr. Don Johnson inherited a number of the non-compliance issues. Mr. Don Johnson commented how difficult it is to find qualified applicants and retain them. Many applicants turn down the position if it is offered despite that fact that the school district provides \$50.00 a month for rent and a \$500.00 signing bonus for the first and second year of employment. There continues to be a high turnover rate. The Board of Public Education discussed the Critical Quality Educator Loan Forgiveness Program with Mr. Don Johnson and Ms. Rita Talks Different. The Office of Public Instruction will be in contact with the district about incorporating the loan forgiveness program into its plan.

MOTION: Mr. Storrs Bishop moved that by February 20, 2009 the Frazer School District working with the Accreditation Division of the Office of Public Instruction must develop a definite plan that would stop the use of the non-licensed teacher(s). This plan must address the letter and intent of both accreditation rule (ARM 10.55.707) and state statute (20.4.101). The Board of Public Education will then review the plan and the State Superintendent's recommendation to approve or disapprove the plan at the March meeting. The district is advised that if such a plan is not forthcoming or if it is not recommended for approval by the State Superintendent, that such a circumstance could have a direct and adverse affect on its 2009-2010 accreditation status. Ms. Angela McLean seconded. Motion passed unanimously. Mr. Bernie Olson was absent from the vote.

Ms. Angela McLean followed-up with Mr. Steve Meloy about the need to examine these standards. Mr. Steve Meloy stated that he would be in contact with Mr. Dale Kimmet and Mr. Al McMilin to follow-up on the spreadsheet as requested by Ms. Angela McLean during the November 2008 Board of Public Education meeting.

Ms. Katie Wood expressed her appreciation to Dr. Miller for what he has done for education. She departed at 6:00 p.m.

Item 30 MSDB COMMITTEE MEETING REPORT - Steve Gettel

Ms. Patty Myers presented the MSDB Committee Meeting Report in Mr. Steve Gettel's absence who had a prior engagement. The items presented were:

1. Spotlight on Outreach
2. Student Enrollment/Evaluation
3. Human Resources
 - Personnel Actions
4. School Improvement
 - Update on strategic planning process
 - Update on legislative activity
 - Approval of 2009-1010 calendar

MOTION: Dr. Kirk Miller moved to approve the 2009-2010 MSDB school calendar as presented. Mr. Cal Gilbert seconded. Motion passed unanimously. Ms. Angela McLean and Mr. Bernie Olson was absent from the vote.

5. Professional Development Activities
 - Update on in-service training
6. MSDB Foundation Activities
7. Conference, Meetings, and Contacts
8. Budget and Finance
9. Facilities and Safety
10. School Calendar of Events
11. Student News

Ms. Patty Myers presented Dr. Kirk Miller with a signed poster and a floor mat on behalf of Mr. Steve Gettel, MSDB staff, and MSDB students for his years of service on the Montana Board of Public Education.

PRELIMINARY AGENDA ITEMS – March 12-13, 2009

Front Street Learning Center - Helena

Executive Secretary Performance Evaluation & Contract Extension Discussion
MSDB Superintendent Performance Evaluation & Contract Extension Discussion
Establish Executive Staff Salaries
CSPAC/BPE Joint Meeting
Annual CSPAC Report
Annual School Food Services Report
Assessment Update
Accreditation Recommendations
NCLB Update
Alternative Standards Requests & Renewals
MACIE Update
MSU-Billings – New Programs for Endorsement
Chapter 57 – action
Reauthorization of MACIE
School Nurse Standards
RMC Request for new programs – recommendation for action
Strategic planning – Goals and Objectives - action

Blessings, expressions of gratitude, and well wishes were extended to Dr. Kirk Miller.

Dr. Kirk Miller moved to adjourn the Montana Board of Public Education meeting. Everyone present seconded. Motion passed unanimously.

Meeting adjourned at 6:30 p.m.

Draft

REPORT ID: MTGL0106-O
 BUS. UNIT: 51010 Board of Public Education
 FOR THE FY PERIOD: JANUARY 2009

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY

ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD:	58%
61101 Regular	01100	9,549.69	67,809.97			CURR+PRIOR	
61104 Vacation	01100		585.57				67,809.97
TOTAL 61100 Salaries		9,549.69	68,395.54				585.57
61301 Per Diem	01100	200.00	200.00				68,395.54
61401 FICA	01100	700.93	5,062.75				200.00
61402 Retirement - Other	01100	158.46	1,123.24				5,062.75
61403 Group Insurance	01100	1,155.24	7,320.95				1,123.24
61404 Workers Compensation Insur	01100	135.34	968.49				7,320.95
61404A State Fund Dividend-NONBUDG	01100	44.05-	44.05-				968.49
61410 State Unemployment Tax	01100	52.51	376.14				44.05-
61411 Teachers Retirement	01100	691.03	4,964.99				376.14
TOTAL 61400 Employee Benefits		2,849.46	19,772.51				4,964.99
TOTAL 61000 Personal Services		12,599.15	88,368.05				19,772.51
62102 Consult & Prof Services	01100		7.00				88,368.05
62104 Insurance & Bonds	01100		325.50				7.00
62108 Legal Fees & Court Costs	01100		361.20				325.50
62113 Warrant Writing Services	01100	1.34	28.21				361.20
62114 Payroll Service Fees	01100	18.50	56.50				28.21
62148 SABHRS Administrative Costs	01100	15.00	961.76				56.50
62174 Data Network Serv/D Of A	01100		90.00				961.76
62191 Printing/Other Provider	01100		96.55				90.00
62199 General	01100	1,150.00	2,130.00				96.55
TOTAL 62100 Other Services		1,184.84	4,056.72				2,130.00
62212 Photo & Reproduction	01100	514.44	984.56				4,056.72
62236 Ofc Supplies/Central Stores	01100		400.03				984.56
62241 Office Sup/Minor Equip-NonStat	01100	90.43	1,068.69				400.03
62280 Program Expense	01100	52.69	109.56				1,068.69
TOTAL 62200 Supplies & Materials		657.56	2,562.84				109.56
62304 Postage & Mailing	01100	158.52	500.03				2,562.84
62309 Advertising - Non Recruiting	01100	9.50	57.00				500.03
62319 Cellular Phones	01100	58.40	410.17				57.00
62370 Telephone Equip Chrg/D Of A	01100	75.00	450.00				410.17
62385 Long Distance Chrg/D Of A	01100	10.95	137.85				450.00
TOTAL 62300 Communications		312.37	1,555.05				137.85
62401 In-State Personal Car Mileage	01100		135.72				1,555.05
62404 In-State State Motor Pool	01100		183.60				135.72
62407 In-State Meals	01100		40.00				183.60
62408 In-State Lodging	01100		622.46				40.00
62410 In-State Meals Overnight	01100		120.00				622.46
62412 Out-Of-State Commercial Trans	01100		678.00				120.00
62489 Non-Employee In State Mileage	01100	1,626.90	7,836.60				678.00
62490 Non-Employee In State Meals	01100	299.00	1,442.00				7,836.60
62497 Non-Employee In-State Lodging	01100	1,255.70	4,621.81				1,442.00
TOTAL 62400 Travel		3,181.60	15,680.19				4,621.81

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REPORT ID: MTGL0106-C
BUS. UNIT: 51010 Board of Public Education
FOR THE FY PERIOD: JANUARY 2009

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY				CURRENT YEAR	CM PRIOR YR	PRIOR YEAR	ELAPSED TIME YTD: 58%
ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR			CURR+PRIOR	
62512 Storage	01100		32.50			32.50	
62528 Rent-Non Dept of Admin	01100	548.39	4,359.12			4,359.12	
TOTAL 62500 Rent		548.39	4,391.62			4,391.62	
62801 Dues	01100		21,677.00			21,677.00	
62802 Subscriptions	01100		150.85			150.85	
62817 Meetings/Conference Costs	01100		1,390.00			1,390.00	
62878 Parking Fees	01100	218.00	218.00			218.00	
62888 Statewide Indirect Costs	01100	883.38	2,650.26			2,650.26	
TOTAL 62800 Other Expenses		1,101.38	26,086.11			26,086.11	
TOTAL 62000 Operating Expenses		6,986.14	54,332.53			54,332.53	
TOTAL FUND 01100 General Fund		19,585.29	142,700.58			142,700.58	
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		19,585.29	142,700.58			142,700.58	
PART-B BUDGET REVENUE ACCOUNT SUMMARY				ESTIMATE	RECOGNIZED	BALANCE	
ACCOUNT	FUND	PROG					
512030 Accommodations Tax	01100	2009		200.00		200.00	
TOTAL FUND 01100 General Fund				200.00		200.00	
TOTAL PROGRAM 2009				200.00		200.00	
TOTAL PART-B BUDGET REVENUE ACCOUNT SUMMARY				200.00		200.00	
PART-B BUDGET EXPENSE ACCOUNT SUMMARY				BUDGET	ENCUMBERED	EXPENDED	%
ACCOUNT	FUND	PROG	SUB-CLS				
62000 Operating Expenses	01100	2008	235H1		2,159.28-	2,159.28	
TOTAL SUB-CLS 235H1 ADMINISTRATION					2,159.28-	2,159.28	
TOTAL FUND 01100 General Fund					2,159.28-	2,159.28	
TOTAL PROGRAM 2008					2,159.28-	2,159.28	
61000 Personal Services	01100	2009	235H1	137,879.00		49,519.25	64
61000 Personal Services	01100	2009	235H8	1,970.17		1,917.82	3
61000 Personal Services	02122	2009	235H1	298.00		298.00	
61000 Personal Services	02122	2009	235H8	53.89		53.89	
TOTAL 61000 Personal Services				140,201.06		51,788.96	63
62000 Operating Expenses	01100	2009	235H1	81,400.00		27,067.47	67
TOTAL SUB-CLS 235H1 ADMINISTRATION				219,279.00		76,586.72	65
TOTAL SUB-CLS 235H8 .6 DISCRETIONARY ALLOC (BIEN)				1,970.17		1,917.82	3
TOTAL FUND 01100 General Fund				221,249.17		78,504.54	65
TOTAL SUB-CLS 235H1 ADMINISTRATION				298.00		298.00	
TOTAL SUB-CLS 235H8 .6 DISCRETIONARY ALLOC (BIEN)				53.89		53.89	
TOTAL FUND 02122 Advisory Council				351.89		351.89	
TOTAL PROGRAM 2009				221,601.06		78,856.43	64

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ELAPSED TIME YTD: 58%									
BALANCE 78,856.43									
64									
PART-B BUDGET EXPENSE ACCOUNT SUMMARY									
FUND PROG SUB-CLS BUDGET ENCUMBERED EXPENDED									
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY 221,601.06 2,159.28- 144,903.91									
PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS									
ACCT JRNL-ID DATE JRNL-LN DESCRIPTION AMOUNT VCHR-ID VENDOR NAME									
61101 PAY1787633 01/13/2009 000013 PPE 1/2/09 IA1 ON-CYCLE 4,727.00									
61101 PAY1787633 01/13/2009 000019 PPE 1/2/09 IA1 ON-CYCLE 2.80									
61101 PAY1793008 01/27/2009 000013 PPE 01/16/09 IB1 ON-CYCLE 4,817.04									
61101 PAY1793008 01/27/2009 000021 PPE 01/16/09 IB1 ON-CYCLE 2.85									
TOTAL 61101 Regular 9,549.69									
61301 ACC1787946 01/13/2009 000031 Per Diem 100.00									
61301 ACC1787946 01/13/2009 000032 Per Diem 100.00									
TOTAL 61301 Per Diem 200.00									
61401 PAY1787633 01/13/2009 000003 PPE 1/2/09 IA1 ON-CYCLE 348.17									
61401 PAY1787633 01/13/2009 000023 PPE 1/2/09 IA1 ON-CYCLE 0.21									
61401 PAY1793008 01/27/2009 000001 PPE 01/16/09 IB1 ON-CYCLE 352.34									
61401 PAY1793008 01/27/2009 000022 PPE 01/16/09 IB1 ON-CYCLE 0.21									
TOTAL 61401 FICA 700.93									
61402 PAY1787633 01/13/2009 000004 PPE 1/2/09 IA1 ON-CYCLE 0.05									
61402 PAY1787633 01/13/2009 000021 PPE 1/2/09 IA1 ON-CYCLE 79.18									
61402 PAY1793008 01/27/2009 000006 PPE 01/16/09 IB1 ON-CYCLE 0.05									
61402 PAY1793008 01/27/2009 000020 PPE 01/16/09 IB1 ON-CYCLE 79.18									
TOTAL 61402 Retirement - Other 158.46									
61403 PAY1787633 01/13/2009 000016 PPE 1/2/09 IA1 ON-CYCLE 0.35									
61403 PAY1787633 01/13/2009 000022 PPE 1/2/09 IA1 ON-CYCLE 560.17									
61403 PAY1793008 01/27/2009 000016 PPE 01/16/09 IB1 ON-CYCLE 0.37									
61403 PAY1793008 01/27/2009 000023 PPE 01/16/09 IB1 ON-CYCLE 594.35									
TOTAL 61403 Group Insurance 1,155.24									
61404 PAY1787633 01/13/2009 000001 PPE 1/2/09 IA1 ON-CYCLE 67.04									
61404 PAY1787633 01/13/2009 000002 PPE 1/2/09 IA1 ON-CYCLE 0.04									
61404 PAY1793008 01/27/2009 000002 PPE 01/16/09 IB1 ON-CYCLE 68.22									
61404 PAY1793008 01/27/2009 000003 PPE 01/16/09 IB1 ON-CYCLE 0.04									
TOTAL 61404 Workers Compensation Insur 135.34									
61404A 0001778211 01/01/2009 000002 State Fund Dividend-NONBUDG 44.05-									
61410 PAY1787633 01/13/2009 000007 PPE 1/2/09 IA1 ON-CYCLE 0.01									
61410 PAY1787633 01/13/2009 000020 PPE 1/2/09 IA1 ON-CYCLE 26.00									
61410 PAY1793008 01/27/2009 000010 PPE 01/16/09 IB1 ON-CYCLE 0.01									
61410 PAY1793008 01/27/2009 000019 PPE 01/16/09 IB1 ON-CYCLE 26.49									
TOTAL 61410 State Unemployment Tax 52.51									
61411 PAY1787633 01/13/2009 000008 PPE 1/2/09 IA1 ON-CYCLE 341.06									
61411 PAY1787633 01/13/2009 000015 PPE 1/2/09 IA1 ON-CYCLE 0.19									
61411 PAY1793008 01/27/2009 000011 PPE 01/16/09 IB1 ON-CYCLE 349.58									
61411 PAY1793008 01/27/2009 000017 PPE 01/16/09 IB1 ON-CYCLE 0.20									
TOTAL 61411 Teachers Retirement 691.03									

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PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS									
ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME		
62113	0001785404	01/07/2009	000001	Warrant Writing Services	1.34				
62114	0001784852	01/06/2009	000001	Payroll Service Fees	18.50				
62174	0001790220	01/20/2009	000001	Data Network Serv/D Of A	15.00				
62199	0001794359	01/29/2009	000001	General	1,150.00				
62212	0001786520	01/09/2009	000003	Photo & Reproduction	514.44				
62241	ACC1787946	01/13/2009	000033	Parking, supplies	7.95	00002036	STEVE MELOY		
62241	ACC1787946	01/13/2009	000034	Postage, Refreshments	51.17	00002037	CAROL WILL		
62241	ACC1794747	01/29/2009	000013	Refreshments	31.31	00002048	ALBERTSONS INC		
TOTAL	62241	Office Sup/Minor Equip-NonStat			90.43				
62280	ACC1790704	01/21/2009	000025	Cable	30.44	00002038	BRESNAN COMMUNICATIONS LLC		
62280	ACC1791260	01/21/2009	000003	Water	13.00	00002046	LEHRKINDS INC		
62280	ACC1794747	01/29/2009	000015	Water	9.25	00002049	LEHRKINDS INC		
TOTAL	62280	Program Expense			52.69				
62304	ACC1787946	01/13/2009	000035	Postage, Refreshments	7.15	00002037	CAROL WILL		
62304	0001784856	01/06/2009	000001	Postage & Mailing	40.03				
62304	0001794363	01/29/2009	000001	Postage & Mailing	111.34				
TOTAL	62304	Postage & Mailing			158.52				
62309	0001790220	01/20/2009	000002	Advertising - Non Recruiting	9.50				
62319	ACC1787946	01/13/2009	000036	Steve's Cell Phone	58.40	00002027	VERIZON WIRELESS SERVICES LLC		
62370	0001790220	01/20/2009	000003	Telephone Equip Chrg/D Of A	75.00				
62385	0001790220	01/20/2009	000004	Long Distance Chrg/D Of A	10.95				
62489	ACC1787946	01/13/2009	000037	Mileage, Lodging, Meals	210.10	00002034	BERNIE OLSON		
62489	ACC1787946	01/13/2009	000038	Mileage, Lodging, Meals	99.00	00002035	ANGELA MCLEAN		
62489	ACC1787946	01/13/2009	000039	Mileage, Lodging, Meals	122.10	00002028	STORRS BISHOP		
62489	ACC1787946	01/13/2009	000040	Mileage, Lodging, Meals	107.80	00002029	KIRK MILLER		
62489	ACC1787946	01/13/2009	000041	Mileage, Lodging, Meals	547.80	00002030	SHARON CARROLL		
62489	ACC1787946	01/13/2009	000042	Mileage, Lodging, Meals	246.40	00002031	KATIE WOOD		
62489	ACC1787946	01/13/2009	000043	Mileage, Meals	195.80	00002032	CAL GILBERT		
62489	ACC1787946	01/13/2009	000044	Mileage, Lodging, Meals	97.90	00002033	PATTY MYERS		
TOTAL	62489	Non-Employee In State Mileage			1,626.90				
62490	ACC1787946	01/13/2009	000045	Mileage, Lodging, Meals	52.00	00002034	BERNIE OLSON		
62490	ACC1787946	01/13/2009	000046	Mileage, Lodging, Meals	40.00	00002035	ANGELA MCLEAN		
62490	ACC1787946	01/13/2009	000047	Mileage, Lodging, Meals	40.00	00002028	STORRS BISHOP		
62490	ACC1787946	01/13/2009	000048	Mileage, Lodging, Meals	35.00	00002029	KIRK MILLER		
62490	ACC1787946	01/13/2009	000049	Mileage, Lodging, Meals	69.00	00002030	SHARON CARROLL		
62490	ACC1787946	01/13/2009	000050	Mileage, Meals	6.00	00002032	CAL GILBERT		
62490	ACC1787946	01/13/2009	000051	Mileage, Lodging, Meals	57.00	00002033	PATTY MYERS		
TOTAL	62490	Non-Employee In State Meals			299.00				

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PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
62497	ACC1787946	01/13/2009	000052	Mileage, Lodging, Meals	164.78	00002034	BERNIE OLSON
62497	ACC1787946	01/13/2009	000053	Mileage, Lodging, Meals	164.78	00002035	ANGELA MCLEAN
62497	ACC1787946	01/13/2009	000054	Mileage, Lodging, Meals	164.78	00002028	STORRS BISHOP
62497	ACC1787946	01/13/2009	000055	Mileage, Lodging, Meals	82.39	00002029	KIRK MILLER
62497	ACC1787946	01/13/2009	000056	Mileage, Lodging, Meals	215.02	00002030	SHARON CARROLL
62497	ACC1787946	01/13/2009	000057	Mileage, Lodging, Meals	164.78	00002031	KATIE WOOD
62497	ACC1787946	01/13/2009	000058	Mileage, Lodging, Meals	52.00	00002031	KATIE WOOD
62497	ACC1787946	01/13/2009	000059	Mileage, Lodging, Meals	247.17	00002033	PATTY MYERS
TOTAL	62497	Non-Employee In-State Lodging			1,255.70		
62528	ACC1794747	01/29/2009	000021	Rent	544.39	00002050	SEB LLP
62528	0001784855	01/06/2009	000001	Rent-Non Dept of Admin	4.00		
TOTAL	62528	Rent-Non Dept of Admin			548.39		
62878	ACC1785808	01/07/2009	000004	Parking	104.00	00002026	HELENA CITY OF TREASURER
62878	ACC1787946	01/13/2009	000060	Parking, supplies	10.00	00002036	STEVE MELOY
62878	ACC1794747	01/29/2009	000023	Parking	104.00	00002047	HELENA CITY OF TREASURER
TOTAL	62878	Parking Fees			218.00		
62888	0001790223	01/20/2009	000001	Statewide Indirect Costs	883.38		
TOTAL	PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS				19,585.29		

ELAPSED TIME YTD: 58%

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY			ELAPSED TIME YTD: 58%
ACCOUNT	FUND	CURRENT MONTH	PRIOR YEAR
62493	Non-Employee Out State Lodging 08116	CURRENT YEAR	CURR+PRIOR
TOTAL	FUND 08116 Montana Commission on Teaching	409.92	409.92
TOTAL	PART-A ACTUAL EXPENSE ACCOUNT SUMMARY	409.92	409.92

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PART-B BUDGET REVENUE ACCOUNT SUMMARY

ACCOUNT FUND PROG

512030 Accommodations Tax 01100 2009

TOTAL FUND 01100 General Fund

TOTAL PROGRAM 2009

TOTAL PART-B BUDGET REVENUE ACCOUNT SUMMARY

ESTIMATE

200.00

200.00

200.00

200.00

RECOGNIZED

200.00

200.00

200.00

200.00

ELAPSED TIME YTD: 58%

BALANCE

200.00

200.00

200.00

200.00

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY					ELAPSED TIME YTD: 58%
ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	CURR+PRIOR
61101 Regular	02122	6,970.28	49,407.25		49,407.25
61301 Per Diem	01100		1,000.00		1,000.00
61401 FICA	02122	521.75	3,710.64		3,710.64
61402 Retirement - Other	02122	142.40	1,009.35		1,009.35
61403 Group Insurance	02122	1,276.76	8,091.05		8,091.05
61404 Workers Compensation Insur	02122	124.62	883.32		883.32
61410 State Unemployment Tax	02122	38.34	271.79		271.79
61411 Teachers Retirement	02122	468.40	3,320.19		3,320.19
TOTAL 61400 Employee Benefits		2,572.27	17,286.34		17,286.34
TOTAL 61000 Personal Services		9,542.55	67,693.59		67,693.59
TOTAL FUND 01100 General Fund			1,000.00		1,000.00
TOTAL FUND 02122 Advisory Council		9,542.55	66,693.59		66,693.59
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		9,542.55	67,693.59		67,693.59

PART-B BUDGET EXPENSE ACCOUNT SUMMARY					EXPENDED	BALANCE	%
ACCOUNT	FUND	PROG	SUB-CLS	BUDGET	ENCUMBERED		
61000 Personal Services	01100	2009	235H3	3,075.00		1,000.00	33
61000 Personal Services	02122	2009	235H1	103,692.00		66,566.75	64
61000 Personal Services	02122	2009	235H8	1,507.00		126.84	8
TOTAL 61000 Personal Services				108,274.00		67,693.59	63
TOTAL SUB-CLS 235H3 ADVISORY CNCL REIMB INC				3,075.00		1,000.00	33
TOTAL FUND 01100 General Fund				3,075.00		1,000.00	33
TOTAL SUB-CLS 235H1 ADMINISTRATION				103,692.00		66,566.75	64
TOTAL SUB-CLS 235H8 .6 DISCRETIONARY ALLOC (BIEN)				1,507.00		126.84	8
TOTAL FUND 02122 Advisory Council				105,199.00		66,693.59	63
TOTAL PROGRAM 2009				108,274.00		67,693.59	63
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY				108,274.00		67,693.59	63

PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS					AMOUNT	VCHR-ID	VENDOR NAME
ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION			
61101	PAY1787633	01/13/2009	000014	PPE 1/2/09 IA1 ON-CYCLE	125.06		
61101	PAY1787634	01/13/2009	000010	PPE 1/2/09 IA1 ON-CYCLE	3,353.86		
61101	PAY1787634	01/13/2009	000012	PPE 1/2/09 IA1 ON-CYCLE	6.22		
61101	PAY1793007	01/27/2009	000010	PPE 01/16/09 IB1 ON-CYCLE	3,353.86		
61101	PAY1793007	01/27/2009	000013	PPE 01/16/09 IB1 ON-CYCLE	6.22		
61101	PAY1793008	01/27/2009	000014	PPE 01/16/09 IB1 ON-CYCLE	125.06		
TOTAL 61101 Regular					6,970.28		
61401	PAY1787633	01/13/2009	000010	PPE 1/2/09 IA1 ON-CYCLE	9.09		
61401	PAY1787634	01/13/2009	000005	PPE 1/2/09 IA1 ON-CYCLE	252.17		
61401	PAY1787634	01/13/2009	000013	PPE 1/2/09 IA1 ON-CYCLE	0.48		
61401	PAY1793007	01/27/2009	000004	PPE 01/16/09 IB1 ON-CYCLE	250.63		
61401	PAY1793007	01/27/2009	000012	PPE 01/16/09 IB1 ON-CYCLE	0.48		
61401	PAY1793008	01/27/2009	000007	PPE 01/16/09 IB1 ON-CYCLE	8.90		

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY				ELAPSED TIME YTD: 58%		
ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM	PRIOR YR	CURR+PRIOR
61301 Per Diem	02219	50.00	50.00			50.00
62102 Consult & Prof Services	02219		7.00			7.00
62104 Insurance & Bonds	02219		325.50			325.50
62108 Legal Fees & Court Costs	02219		1,117.20			1,117.20
62113 Warrant Writing Services	02219	1.33	28.16			28.16
62114 Payroll Service Fees	02219	18.50	56.50			56.50
62148 SABHRS Administrative Costs	02219		961.74			961.74
62174 Data Network Serv/D Of A	02219	15.00	90.00			90.00
TOTAL 62100 Other Services		34.83	2,586.10			2,586.10
62212 Photo & Reproduction	02219	196.20	472.32			472.32
62236 Ofc Supplies/Central Stores	02219		507.60			507.60
62241 Office Sup/Minor Equip-NonStat	02219	20.10	316.98			316.98
62280 Program Expense	02219	52.68	109.51			109.51
TOTAL 62200 Supplies & Materials		268.98	1,406.41			1,406.41
62304 Postage & Mailing	02219	151.36	405.71			405.71
62309 Advertising - Non Recruiting	02219	9.50	57.00			57.00
62370 Telephone Equip Chrg/D Of A	02219	75.00	450.00			450.00
62385 Long Distance Chrg/D Of A	02219	5.12	21.34			21.34
TOTAL 62300 Communications		240.98	934.05			934.05
62404 In-State State Motor Pool	02219		189.41			189.41
62407 In-State Meals	02219		106.00			106.00
62408 In-State Lodging	02219		525.80			525.80
62412 Out-Of-State Commercial Trans	02219		30.00			30.00
62417 Out-Of-State Meals	02219		43.00			43.00
62418 Out-Of-State Lodging	02219		790.50			790.50
62427 Commuter Allowance	02219	26.00	78.75			78.75
62485 NonEmployOutStateCommerc/Trans	02219		1,680.28			1,680.28
62489 Non-Employee In State Mileage	02219	1,518.00	3,807.10			3,807.10
62490 Non-Employee In State Meals	02219	167.00	453.00			453.00
62492 Non-Employee Out State Meals	02219	119.00	184.13			184.13
62493 Non-Employee Out State Lodging	02219	510.92	1,419.01			1,419.01
62497 Non-Employee In-State Lodging	02219	576.73	1,742.72			1,742.72
TOTAL 62400 Travel		2,917.65	11,049.70			11,049.70
62512 Storage	02219		32.50			32.50
62528 Rent-Non Dept of Admin	02219	548.38	4,359.04			4,359.04
TOTAL 62500 Rent		548.38	4,391.54			4,391.54
62801 Dues	02219		400.00			400.00
62802 Subscriptions	02219		10.11			10.11
62817 Meetings/Conference Costs	02219		529.00			529.00
62878 Parking Fees	02219	208.00	208.00			208.00
62888 Statewide Indirect Costs	02219	883.37	2,650.24			2,650.24
TOTAL 62800 Other Expenses		1,091.37	3,797.35			3,797.35
TOTAL 62000 Operating Expenses		5,102.19	24,165.15			24,165.15
TOTAL FUND 02219 Research Fund		5,152.19	24,215.15			24,215.15

STATE OF MONTANA

REPORT ID: MTGL0106-O

BUS. UNIT: 51010 Board of Public Education
FOR THE FY PERIOD: JANUARY 2009ORGANIZATION DETAIL REPORT
ORG: 30 - Advisory Council Program 01
MGR NAME: MELOY, STEPHEN

PAGE NO. 2

RUN DATE: 01/31/2009
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PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME	ELAPSED TIME	YTD:
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TOTAL 61401 FICA

61402	PAY1787633	01/13/2009	000017	PPE 1/2/09 IA1 ON-CYCLE	8.80				
61402	PAY1787634	01/13/2009	000007	PPE 1/2/09 IA1 ON-CYCLE	0.34				
61402	PAY1787634	01/13/2009	000015	PPE 1/2/09 IA1 ON-CYCLE	62.06				
61402	PAY1793007	01/27/2009	000007	PPE 01/16/09 IB1 ON-CYCLE	0.34				
61402	PAY1793007	01/27/2009	000015	PPE 01/16/09 IB1 ON-CYCLE	62.06				
61402	PAY1793008	01/27/2009	000015	PPE 01/16/09 IB1 ON-CYCLE	8.80				
TOTAL	61402	Retirement - Other			142.40				

61403	PAY1787633	01/13/2009	000009	PPE 1/2/09 IA1 ON-CYCLE	29.48				
61403	PAY1787634	01/13/2009	000001	PPE 1/2/09 IA1 ON-CYCLE	1.76				
61403	PAY1787634	01/13/2009	000004	PPE 1/2/09 IA1 ON-CYCLE	588.24				
61403	PAY1793007	01/27/2009	000002	PPE 01/16/09 IB1 ON-CYCLE	1.87				
61403	PAY1793007	01/27/2009	000005	PPE 01/16/09 IB1 ON-CYCLE	624.13				
61403	PAY1793008	01/27/2009	000009	PPE 01/16/09 IB1 ON-CYCLE	31.28				
TOTAL	61403	Group Insurance			1,276.76				

61404	PAY1787633	01/13/2009	000006	PPE 1/2/09 IA1 ON-CYCLE	2.24				
61404	PAY1787634	01/13/2009	000002	PPE 1/2/09 IA1 ON-CYCLE	59.95				
61404	PAY1787634	01/13/2009	000014	PPE 1/2/09 IA1 ON-CYCLE	0.12				
61404	PAY1793007	01/27/2009	000003	PPE 01/16/09 IB1 ON-CYCLE	59.95				
61404	PAY1793007	01/27/2009	000014	PPE 01/16/09 IB1 ON-CYCLE	0.12				
61404	PAY1793008	01/27/2009	000005	PPE 01/16/09 IB1 ON-CYCLE	2.24				
TOTAL	61404	Workers Compensation Insur			124.62				

61410	PAY1787633	01/13/2009	000011	PPE 1/2/09 IA1 ON-CYCLE	0.69				
61410	PAY1787634	01/13/2009	000006	PPE 1/2/09 IA1 ON-CYCLE	18.44				
61410	PAY1787634	01/13/2009	000011	PPE 1/2/09 IA1 ON-CYCLE	0.04				
61410	PAY1793007	01/27/2009	000006	PPE 01/16/09 IB1 ON-CYCLE	18.44				
61410	PAY1793007	01/27/2009	000011	PPE 01/16/09 IB1 ON-CYCLE	0.04				
61410	PAY1793008	01/27/2009	000008	PPE 01/16/09 IB1 ON-CYCLE	0.69				
TOTAL	61410	State Unemployment Tax			38.34				

61411	PAY1787634	01/13/2009	000008	PPE 1/2/09 IA1 ON-CYCLE	234.06				
61411	PAY1787634	01/13/2009	000016	PPE 1/2/09 IA1 ON-CYCLE	0.14				
61411	PAY1793007	01/27/2009	000008	PPE 01/16/09 IB1 ON-CYCLE	234.06				
61411	PAY1793007	01/27/2009	000016	PPE 01/16/09 IB1 ON-CYCLE	0.14				
TOTAL	61411	Teachers Retirement			468.40				

TOTAL PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

9,542.55

PART-A ACTUAL EXPENSE ACCOUNT SUMMARY				ELAPSED TIME YTD: 58%	
ACCOUNT	FUND	CURRENT MONTH	CURRENT YEAR	CM PRIOR YR	CURR+PRIOR
TOTAL PART-A ACTUAL EXPENSE ACCOUNT SUMMARY		5,152.19	24,215.15		24,215.15
PART-B BUDGET EXPENSE ACCOUNT SUMMARY					
ACCOUNT	FUND	PROG	SUB-CLS	ENCUMBERED	EXPENDED
62000 Operating Expenses	02219	2008	235H5	210.90-	210.90
TOTAL SUB-CLS 235H5 RESEARCH				210.90-	210.90
TOTAL FUND 02219 Research Fund				210.90-	210.90
TOTAL PROGRAM 2008				210.90-	210.90
61000 Personal Services	02219	2009	235F3		6.55
61000 Personal Services	02219	2009	235H5		34,146.00
TOTAL 61000 Personal Services					34,152.55
62000 Operating Expenses	02219	2009	235H5		45,854.00
TOTAL SUB-CLS 235F3 FY2007 CARRYFORWARD					6.55
TOTAL SUB-CLS 235H5 RESEARCH					80,000.00
TOTAL FUND 02219 Research Fund					80,006.55
TOTAL PROGRAM 2009					80,006.55
TOTAL PART-B BUDGET EXPENSE ACCOUNT SUMMARY				210.90-	24,426.05
PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS					
ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	VENDOR NAME
61301	ACC1790704	01/21/2009	000024	Per Diem	TONIA BLOOM
62113	0001785404	01/07/2009	000002	Warrant Writing Services	
62114	0001784852	01/06/2009	000002	Payroll Service Fees	
62174	0001790220	01/20/2009	000005	Data Network Serv/D Of A	
62212	0001786520	01/09/2009	000004	Photo & Reproduction	
62241	ACC1794747	01/29/2009	000014	Refreshments	ALBERTSONS INC
62280	ACC1790704	01/21/2009	000026	Cable	
62280	ACC1791260	01/21/2009	000004	Water	BRESNAN COMMUNICATIONS LLC
62280	ACC1794747	01/29/2009	000016	Water	LEHRKINDS INC
TOTAL 62280 Program Expense				52.68	LEHRKINDS INC
62304	0001784856	01/06/2009	000002	Postage & Mailing	
62304	0001794363	01/29/2009	000002	Postage & Mailing	
TOTAL 62304 Postage & Mailing				151.36	
62309	0001790220	01/20/2009	000006	Advertising - Non Recruiting	
62370	0001790220	01/20/2009	000007	Telephone Equip Chrg/D Of A	

STATE OF MONTANA

REPORT ID: MTGL0106-O

BUS. UNIT: 51010 Board of Public Education

FOR THE FY PERIOD: JANUARY 2009

ORGANIZATION DETAIL REPORT

ORG: 50 - Research Program 01

MGR NAME: MELOY, STEPHEN

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RUN DATE: 01/31/2009

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PART-C CURR MONTH DETAIL EXPENSE TRANSACTIONS

ELAPSED TIME YTD: 58%

ACCNT	JRNL-ID	DATE	JRNL-LN	DESCRIPTION	AMOUNT	VCHR-ID	VENDOR NAME
62385	0001790220	01/20/2009	000008	Long Distance Chrg/D Of A	5.12		
62427	ACC1794747	01/29/2009	000017	Mileage, Lodging, Meals	26.00	00002051	SHARON CARROLL
62489	ACC1790704	01/21/2009	000027	Mileage, Lodging, Meals	246.40	00002039	PATTY MUIR
62489	ACC1790704	01/21/2009	000028	Mileage, Lodging, Meals	265.10	00002040	MARY SUSAN E FISHBAUGH
62489	ACC1790704	01/21/2009	000029	Mileage, Lodging, Meals	179.30	00002041	TONIA BLOOM
62489	ACC1790704	01/21/2009	000030	Mileage, Lodging, Meals	127.60	00002042	DOUGLAS REISIG
62489	ACC1790704	01/21/2009	000031	Mileage, Lodging, Meals	216.70	00002043	SHARON APPELEGATE
62489	ACC1790704	01/21/2009	000032	Mileage, Lodging, Meals	200.20	00002045	JUDIE WOODHOUSE
62489	ACC1794747	01/29/2009	000018	Mileage, Lodging, Meals	282.70	00002051	SHARON CARROLL
TOTAL	62489	Non-Employee In State Mileage			1,518.00		
62490	ACC1790704	01/21/2009	000033	Mileage, Lodging, Meals	23.00	00002039	PATTY MUIR
62490	ACC1790704	01/21/2009	000034	Mileage, Lodging, Meals	23.00	00002040	MARY SUSAN E FISHBAUGH
62490	ACC1790704	01/21/2009	000035	Mileage, Lodging, Meals	23.00	00002041	TONIA BLOOM
62490	ACC1790704	01/21/2009	000036	Mileage, Lodging, Meals	23.00	00002042	DOUGLAS REISIG
62490	ACC1790704	01/21/2009	000037	Mileage, Lodging, Meals	23.00	00002043	SHARON APPELEGATE
62490	ACC1790704	01/21/2009	000038	Lodging & Meals	23.00	00002044	MELODEE SMITH BURRESON
62490	ACC1790704	01/21/2009	000039	Mileage, Lodging, Meals	29.00	00002045	JUDIE WOODHOUSE
TOTAL	62490	Non-Employee In State Meals			167.00		
62492	ACC1794747	01/29/2009	000019	Mileage, Lodging, Meals	119.00	00002051	SHARON CARROLL
62493	ACC1794747	01/29/2009	000020	Mileage, Lodging, Meals	510.92	00002051	SHARON CARROLL
62497	ACC1790704	01/21/2009	000040	Mileage, Lodging, Meals	82.39	00002039	PATTY MUIR
62497	ACC1790704	01/21/2009	000041	Mileage, Lodging, Meals	82.39	00002040	MARY SUSAN E FISHBAUGH
62497	ACC1790704	01/21/2009	000042	Mileage, Lodging, Meals	82.39	00002041	TONIA BLOOM
62497	ACC1790704	01/21/2009	000043	Mileage, Lodging, Meals	82.39	00002042	DOUGLAS REISIG
62497	ACC1790704	01/21/2009	000044	Mileage, Lodging, Meals	82.39	00002043	SHARON APPELEGATE
62497	ACC1790704	01/21/2009	000045	Lodging & Meals	82.39	00002044	MELODEE SMITH BURRESON
62497	ACC1790704	01/21/2009	000046	Mileage, Lodging, Meals	82.39	00002045	JUDIE WOODHOUSE
TOTAL	62497	Non-Employee In-State Lodging			576.73		
62528	ACC1794747	01/29/2009	000022	Rent	544.38	00002050	SEB LLP
62528	0001784855	01/06/2009	000002	Rent-Non Dept of Admin	4.00		
TOTAL	62528	Rent-Non Dept of Admin			548.38		
62878	ACC1785808	01/07/2009	000003	Parking	104.00	00002026	HELENA CITY OF TREASURER
62878	ACC1794747	01/29/2009	000024	Parking	104.00	00002047	HELENA CITY OF TREASURER
TOTAL	62878	Parking Fees			208.00		
62888	0001790223	01/20/2009	000002	Statewide Indirect Costs	883.37		
TOTAL	PART-C	CURR MONTH DETAIL EXPENSE TRANSACTIONS			5,152.19		

Meloy, Steve

From: Meloy, Steve
Sent: Wednesday, February 18, 2009 1:34 PM
To: Mougeot, Maxine; 'Bob Vogel'; Will, Carol
Subject: RE: Seat belts in buses

Works for me. Thanks Maxine.

Steve

From: Mougeot, Maxine
Sent: Wednesday, February 18, 2009 1:25 PM
To: 'Bob Vogel'; Meloy, Steve
Subject: Seat belts in buses

Hi Bob and Steve,

I understand that you are concerned about the language that I put in the preliminary standards regarding the seat belts. Since the bill failed, I have no need to follow up with that. Actually, I canceled coming to the March BPE meeting. I think it would be prudent to wait to see what the Feds do - they extended the comment period and that ends on Friday the 20th. Also, I am headed off to the NASDPTS conference on the 28th. Not to worry, I probably won't do a thing at least for another year, maybe 2.

:)

Maxine

Meloy, Steve

From: Meloy, Steve
Sent: Wednesday, February 18, 2009 11:21 AM
To: 'Darrell Rud'; Will, Carol
Subject: RE: Followup to last year's School Law meeting
Attachments: image001.jpg

Darrell:

I have this meeting scheduled. Please note my correct e-mail address.

Thanks,

Steve

From: Darrell Rud [mailto:samdr@sammt.org]
Sent: Friday, February 13, 2009 12:58 PM
To: 'Mike Magone'; 'Bea Kaleva'; 'Jeff Hindoi'; 'Bobbie Evans'; 'Jean Faure'; 'Larry Baker'; 'Steve Meloy'; 'Jeffrey Weldon'; 'Debra Silk'; 'Dave Puyear (Dave Puyear)'; 'Marilee Duncan'; 'John Matt'; philo2500@yahoo.com
Cc: 'Jo Swain'; 'Sharon Alexander'; 'Lance Melton'; 'Larry Martin'; Denise Juneau
Subject: RE: Followup to last year's School Law meeting

Montana School Law stakeholders and Education Leaders,

I've "cut and pasted" the notes from last year's School Law Stakeholder meeting (thanks, Mike Magone) in an effort to ease my guilt for not calling an earlier meeting to discuss this important info. This Legislative advocacy and lobbying does raise havoc with good ideas and other important events.

Suggestion #1 was to hold an annual meeting and that is the purpose of this e-mail. I would like to invite all of you to come to Helena to meet at our office on:

Wednesday, May 20
9:30-?

The date was selected after Sine Dei and in an effort to avoid other conflicts on my calendar! Please let me know if you will be able to join us as I promise to have GREAT snacks and maybe even lunch, if desired.

I so want to keep this conversation going....it's one of the most important things that we're all involved in!

Darrell Rud

Thanks, Darrell, for hosting us and for being a fine promoter of this effort! And thanks again to all of you for taking the time to attend and for sharing your perspectives and ideas. I'm hoping the meeting was a good kick start to future collaboration which helps all of us AND the principals in the school law education process.

Here are some of the parting suggestions we had from various folks regarding what we could do in the future to help improve the school law education process for principals:

1. Have an annual meeting of these stakeholders to assess how the school law education process is working, collaborating with each other to improve it as needed

2. For the next meeting's agenda, ask the ed law attorneys to share with the group what they believe are the "foundational" school law concepts that should be emphasized in school law education for principals
3. Look at some sort of process for showing what recertification courses/workshops principals are taking for their licensing renewals.
4. Increase attractive options for school law recertification opportunities, perhaps attractive but non-required evening or weekend school law symposiums for grad level school admin students
5. Using our own expertise, create some school law informational CD's/DVD's for principals to utilize
6. Create/expand a principal school law road show of presentations.
7. Improve the networking opportunities for principals with school law information resources.
8. With SAM's help, perhaps, construct and conduct a brief regular survey of principals to identify current school law information/training needs – feedback for providers making adjustments as needed.
9. Holding the next meeting in a timely fashion so that input can be effectively integrated into the next school year's coursework/school law presentations
10. Holding principal workshops specific for principals w/no other administrators or board members there so that principals feel more free to focus on/ask questions about principal-level issues
11. Integrating elements of school law training into the current/evolving leaders training for school administrators
12. Integrating elements of school law into other graduate coursework besides school law (personnel, public relations, technology, etc)

Please add in if I've overlooked anything.

Again, to all of you, thank you for all of your time and interest, and thank you Darrell/SAM for hosting! Looking forward to visiting with you more in the future. Please feel free to contact me should you have any questions/thoughts. Office: 273-0451 Cell phone: 240-7828

M Magone

From: Darrell Rud [mailto:samdr@sammt.org]

Sent: Monday, February 25, 2008 10:09 AM

To: Bea Kaleva; Jeff Hindoien; Bobbie Evans; Jean Faure; Magone, Kathleen; Larry Baker; Steve Meloy; Jeffrey Weldon; Debra Silk; Dave Puyear (Dave Puyear); Marilee Duncan; John Matt; Mike Magone

Cc: Linda McCulloch; 'Larry Wilkerson'; 'George Rider'; 'Jo Swain'; Sharon Alexander; 'Lance Melton'; Larry Martin

Subject: Followup to last Thursday's School Law meeting

Follow-up to Thursday's meeting:

As part of my promised follow-up, I said that I would compile contact information for the attendees. You will see the e-mails of those in attendance and their office phone numbers. I'm also including a link from the Wisconsin Superintendents Association (WASDA) that lists (with demos) the myriad of topics that could be similar to what we offer to Montana educators in terms of law resources: <http://www.wasda.org/public/video/contents.asp>. I will do further research on these possibilities.

THANKS for your willingness to engage in this important conversation. The possibilities are endless as to how we might strengthen our legal resources and opportunities.

Elizabeth Kaleva

Office: 542-1300

e-mail: eakaleva@msn.com

Jeff Hindoien

Office: 442-8560

e-mail: jmh@gsjw.com

Bobbi Evans

Office: 243-5877

e-mail: RobertaD.Evans@mso.umt.edu

Jean Faure

Will, Carol

From: Van Nice, Thea
Sent: Tuesday, February 17, 2009 9:55 AM
To: 'patty_myers@gfps.k12.mt.us'; 'mcleana@sd10.org'; 'sbwillow@3rivers.net';
'cal_gilbert@gfps.k12.mt.us'; 'bernard003@centurytel.net'; 'scarroll@midrivers.com';
'sport_fanatic_kw@hotmail.com'; Meloy, Steve; Will, Carol; Gettel, Steve
Cc: Juneau, Denise; Kaiser, Linda
Subject: State of Education Address

Dear Board of Public Education Members and Staff:

Superintendent Denise Juneau requests the honor of your presence at a Joint Session of the Montana House and Senate for her State of Education Address. The address will be this **Friday, February 20, at 2:00 p.m. in the House Chamber**. We are trying to arrange special seating, so please RSVP by return email if you are able to join Denise. (tvannice@mt.gov) Once we have an idea of who will be attending, we will send you more information.

Thank you.

Thea

Thea Van Nice
Executive Assistant to the Superintendent
Office of Public Instruction
1227 11th Ave
Helena MT 59601
406-444-5658
tvannice@mt.gov

Meloy, Steve

From: Meloy, Steve
Sent: Wednesday, February 11, 2009 10:52 AM
To: 'Richard & Sue Buswell'; Will, Carol
Subject: RE: Invitation to meet with school nurses

Sue,

I have it scheduled.

Steve

From: Richard & Sue Buswell [mailto:wheeze@mt.net]
Sent: Wednesday, February 11, 2009 10:03 AM
To: Meloy, Steve
Subject: Invitation to meet with school nurses

Dear Steve,

The Montana Association of School Nurses will conduct their Spring Meeting in Helena on March 26/27, 2009.

We have secured Room 350 at the State Capitol for the afternoon of March 26 and would be very pleased to have you join us for approximately 30 minutes to discuss the process that we have undertaken to establish a standard of one school nurse to 750 students in Montana. The nurses would be interested in finding out more about the Board of Public Education and how the Board affects our practice of school nursing. We would also like to thank you for your assistance in bringing our issue to the Board.

Other speakers on March 26 tentatively include Steve Yeakel of the Montana Council for Maternal and Child Health, Marco Ferro of MEA/MFT, and Robert Allen of the Montana Nurses Association, all of whom are supporting us in increasing school nursing services.

I would like to schedule you at approximately 2:00 p.m., or if there is a better time for you, please let me know.

I appreciate all of your efforts and hope that you will be able to attend.

Sincerely,

Sue

Sue Buswell, RN,MS,NCSN
President
Montana Association of School Nurses



Board of Public Education

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

Katie Wood, Student Rep.
Laurel

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

February 4, 2009

Honorable Bob Brown
University of Montana
Senior Fellow O'Connor Center for the Rocky Mountain West
Milwaukee Station
Second Floor
Missoula, MT 59812-3096

Dear Honorable Bob Brown,

On behalf of the Board of Public Education I would like to thank you for your presentation of the Confucius Institute at the University of Montana. With China's growing significance in the world, the ability of Montana schools to be able to offer Chinese language will dramatically enhance school programs and increase public outreach on Chinese culture, current events, and business.

Thank you again for your work and dedication to this wonderful opportunity for the students in Montana through outreach programs, language instruction, cultural training, teacher training, China-related curriculum resources, and training/briefings for business. The work that you continue to do for the students throughout the state of Montana is commendable.

Sincerely,

A handwritten signature in cursive script that reads "Patty Myers".

Patty Myers
Chair

Will, Carol

From: Meloy, Steve
Sent: Friday, January 30, 2009 8:23 AM
To: Will, Carol
Subject: FW: Board of Public Education Hearing

From: Robert Hawks [mailto:r_hawks@imt.net]
Sent: Friday, January 30, 2009 7:37 AM
To: Meloy, Steve
Subject: Re: Board of Public Education Hearing

Steve,

This was a great help to me in getting my arms around the issue. I understand how the current state of your analysis is still an unfolding process. I would be anxious to review the factors that may be involved in tackling the problem. Legislators probably vary in their need for background material in understanding the connection between funding and policy. I find them inseparable, though our assignment is to divide the responsibilities.

Thanks,

Bob Hawks

PS-I do not purposely try to put you on the spot!

----- Original Message -----

From: Meloy, Steve
To: r_hawks@imt.net
Cc: Will, Carol ; Wilkinson, Kris ; danvillaformontana@hotmail.com ; grt3177@smtel.com
Sent: Thursday, January 29, 2009 3:31 PM
Subject: Board of Public Education Hearing

Dear Senator Hawks,

Thank you for your questions in committee this morning. Please find my best attempt to answer your questions regarding the Board's accreditation standards and the use of distance learning to mitigate the deficiencies concerning licensed teachers.

The information that we requested of OPI in March of the year is as follows:

1. In each category – Regular/Minor Deviation, Advice, Deficiency; what is the number of students in schools under that status?
2. In each category – Regular/Minor Deviation, Advice, Deficiency; what is the percentage of students in schools under that status? In other words, how many students are affected by schools that are deficient in each of these categories?
3. A review of variance to standards to quantify the most frequently requested variances and illustrations of how those variances are meeting or exceeding the standard.

In response the following information was provided. (See attached)

The Board wants to know if:

- Our rules are aligned with current best practices of schools in the global society?
- The reporting data bases have become more sophisticated and therefore skew the collection of more effective, useable data?
- Local school districts are making choices to not meet the given standard and if so why?

- Is there a scarcity of resources which don't allow the local school districts to meet the standards given their best effort to do so? Could scarcity of resources be broken down into scarcity of time, human resources, and or fiscal resources?

When you spoke of a flow chart it brought to mind the Board's current project to work with OPI to review the standards from a perspective of trying to better understand the nature of the difficulties with individual school districts in not meeting them. This work seems to be consistent with the LFD issue which states that the "BPE needs to work with partners to develop strategies to reduce the number of schools in advice or deficiency status." Hopefully, this work in progress will be something to be shared with the K-12 subcommittee of the Interim Education and Local Government Committee.

In regard to distance learning, it is our belief that once the Class 8 license for post-secondary faculty is successfully in place with many participants, and Montana's desire to reciprocate with K-12 teachers from around the nation, that a venue will be created for school districts to better access distance learning opportunities for enhanced student achievement opportunities as well as fiscal efficiencies. We can only hope. Again, thank you for your great questions and continued help on behalf of K-12 before the Legislature in these many areas.

Sincerely,
Steve

Steve H. Meloy
Executive Secretary
Board of Public Education
smeloy@mt.gov
444-6576



OFFICE OF PUBLIC INSTRUCTION

PO BOX 202501
HELENA MT 59620-2501
www.opi.mt.gov
(406) 444-3095
888-231-9393
(406) 444-0169 (TTY)

Linda McCulloch
Superintendent

June 20, 2008

DATA SUMMARY FOR QUESTIONS ON ACCREDITATION STATUS OF MONTANA PUBLIC SCHOOLS

Question 1 – In each category – Regular, Regular with Deviation, Advice and Deficiency what is the number of students in public schools under that category.

Question 2 – In each category – Regular, Regular with Deviation, Advice and Deficiency what is the percentage of students in public schools under that category.

		Status Category – <u>Regular</u>	Status Category – <u>Regular w/ Deviations</u>	Status Category – <u>Advice</u>	Status Category - <u>Deficiency</u>
Total Count of Public Schools	830	474	151	88	117
Category Count – Percent of Total		57%	18%	11%	14%
Total Enrollment	143,421	70,466	38,359	12,005	22,591
Enrollment – Percent of Total		49%	27%	8%	16%

Note - The data in this table are as of June 16, 2008, and do not include information on the 14 accredited private schools.

Question 3 – A request to review the variance to standards (alternative standards) to quantify the most frequently requested variances and illustrations of how those standards are meeting or exceeding the standard.

This was answered in general at the May meeting as part of the overall review of the alternative standard process. That information will be presented again as part of this report as well.

"It is the mission of the Office of Public Instruction to improve teaching and learning through communication, collaboration, advocacy, and accountability to those we serve."

In addition to the above information the following is provided as another possible data set which takes a look at the number of "classes" impacted by misassigned and non-licensed teachers.

Subject Area Grouping	Number of Misassigned Teachers	Number of Classes Taught	Number of Nonlicensed Teachers	Number of Classes Taught
Career & Technical Ed	26	93	8	36
Arts	17	33	7	25
Health Enhancement	14	19	2	5
Communication Arts	14	31	7	32
Mathematics	13	39	4	15
Science	23	55	5	26
Social Science	20	38	2	4
World Language	5	12	3	16
Special Education	19	61	2	3
ESEA Title I	3	10	2	2
Elementary Education	5	5	6	6
Total Number of Classes Taught in State: 37,643				

Note 1 - The data in this table are as of June 16, 2008, and do not include information on the 14 accredited private schools in the state.

Note 2 - There is duplicated count in this table as some teachers are assigned in more than one area.

Note 3 - For elementary a class is defined as the entire day.

Meloy, Steve

From: Meloy, Steve
Sent: Friday, January 23, 2009 2:33 PM
To: 'john@senatorjohn.net'
Subject: SB 67

Dear Senator Brueggeman:

Thanks for your understanding of this issue from our perspective and your vote on the floor today. Senator Zinke was wrong to state that nothing in the bill would stop the Board of Public Education from carrying out its responsibilities. The Legislature could prevent the promulgation of certain Board rules completely with the appropriation process. Again, thanks.

Steve Meloy/Executive Secretary
Board of Public Education

Meloy, Steve

From: Meloy, Steve
Sent: Friday, January 23, 2009 2:26 PM
To: 'ryan@zinkeforsenate.com'
Subject: SB 67

Dear Senator Zinke:

The Board of Public Education would be prevented from carrying out its constitutional responsibilities if SB 67 becomes law because the Legislature could stop implementation of standards by withholding funds if/when it is determined that there is a "significant fiscal impact". I write this in response to your statement on the floor that SB 67 does not prevent the Board of Public Education from doing its job. It in fact could. Thanks you for your consideration in this regard.

Steve Meloy/ Executive Secretary
Board of Public Education

Will, Carol

From: Meloy, Steve
Sent: Friday, January 23, 2009 9:32 AM
To: Will, Carol
Subject: FW: SB67

From: Meloy, Steve
Sent: Friday, January 23, 2009 9:15 AM
To: 'cwilliams@montanadsl.net'; 'daveew@gmail.com'; 'r_hawks@imt.net'; 'davelewis@aol.com'; 'cooneyemail@aol.com'; 'sharon_peregoy@hotmail.com'; 'kaufmann@mt.net'; 'taylor@northernbroadcasting.com'; 'john@senatorjohn.net'; 'ryan@zinkeforsenate.com'
Subject: SB67

Dear Senators:

Senator Laible's SB 67 is on second reading today. Comments were made in committee hearing that suggested that the Board of Public Education as has no regard for funding of its rules. That simply is not the case as evidenced as follows:

- Current law 20-7-101 requires the Board to submit every rule it proposes to the Education and Local Government Interim Committee for a fiscal analysis review.
- The Board is required to notify the legislature only prior to adoption, however it notifies prior to public hearing as well. (notifies twice)
- Since the law was passed in 2005 the Board and the Office of Public Instruction have voluntarily assisted the Legislative Fiscal Division in the analysis.
- The Board is participating with the Senate Finance and Claims Committee on a goals and objectives project.
- The Board is participating with the Education and Local Government Interim Committee on K-12 issues including funding.
- Since my tenure with the Board (2001 to present), the Board has not passed a rule with substantial fiscal impact on schools.
- The Board always discusses "capacity" of school districts when it considers rules.

As I pointed out to the committee, passage of SB67 would in effect make the legislature the Board of Public Education. In essence, SB67 could stop the Board from implementing any rule. Because of this, it appears that SB67 is unconstitutional in that it prevents the Board from fully carrying out its constitutional rule making responsibilities. We did not oppose the language in 20-7-101 in the 2005 bill (SB 152 defining quality) which requires the review because of our desire to help the Legislature identify funding issues. SB 67 takes this concept to far.

Any help you could give on second reading today would be helpful and appreciated. If you have any questions in this regard, please call me on my cell phone at 439-5057.

Thanks,
Steve

Steve H. Meloy
Executive Secretary
Board of Public Education
444-6576
smeloy@mt.gov

FOR IMMEDIATE RELEASE
January 23, 2009

CONTACT: Douglas Levin
703-684-4000 x1109

**Sharon Carroll Chosen to Serve on National Task Force
to Issue Recommendations on Assessment Systems for the 21st Century Learner**

Alexandria, VA – The National Association of State Boards of Education (NASBE) is pleased to announce that **Sharon Carroll, a member of the Montana State Board of Public Education**, has been chosen to serve on a year-long NASBE study group to make policy recommendations on comprehensive student assessment systems for the 21st century learner.

“The NASBE membership has identified student assessment as one of the most challenging responsibilities they face,” said Brenda Welburn, NASBE Executive Director. “The changing environment and demands of school reform in the 21st century require reexamination of the roles for state student assessment systems in promoting student achievement. State Boards are reevaluating their decision points with a focus on equity and access and on the opportunities offered by the expansion of data systems under development at the state level.”

As part of the 20-member national study group, Carroll will meet with other state policymakers, student assessment experts, and education reform leaders over the course of the year to examine assessment issues with direct policy implications for State Boards of Education and other national, state, and local education policymakers.

Specifically, the NASBE study group will examine how assessment can promote standards for 21st century learning and measure students’ progress in meeting those standards; the multiple purposes for testing and the implications for standards-based reform; how assessment systems can leverage ongoing improvements in teaching and learning; technology applications in assessments; professional preparation and training needed to use assessments to support high-quality teaching; and, school-wide data tracking and decision making to ensure quality teaching and student learning.

The study group will issue a comprehensive report in October 2009 at the NASBE Annual Conference in Cincinnati, OH. Policy recommendations also will be distributed to all governors, state superintendents, other state and local education policymakers, national education groups, Congress, and federal officials.

NASBE, www.nasbe.org, represents America’s state and territorial boards of education. Our principal objectives are to strengthen state leadership in education policymaking; advocate equality of access to educational opportunity; promote excellence in the education of all students; and assure responsible lay governance of education.



Board of Public Education

BOARD MEMBERS

APPOINTED MEMBERS:

Patty Myers – Chair
Great Falls

Angela McLean – Vice Chair
Anaconda

Kirk Miller, Ed.D.
Bozeman

Storrs Bishop
Ennis

Cal Gilbert
Great Falls

Sharon Carroll
Ekalaka

Bernie Olson
Lakeside

Katie Wood, Student Rep.
Laurel

EX OFFICIO MEMBERS:

Sheila Stearns, Ed.D.
Commissioner of
Higher Education

Denise Juneau,
Superintendent of
Public Instruction

Brian Schweitzer, Governor

EXECUTIVE SECRETARY:

Steve Meloy

January 22, 2009

Casey Barrs
Office of Research and Policy Analysis
Legislative Services Division
PO Box 201706
Helena, MT 59620-1706

Dear Mr. Barrs:

Please find attached a notice of public hearing on proposed amendment of ARM 10.57.102, 10.57.112, 10.57.201, 10.57.201A, 10.57.215, 10.57.216, 10.57.301, 10.57.410 through 10.57.421, 10.57.424 through 10.57.430, 10.57.432 through 10.57.436, 10.57.601A and repeal of ARM 10.57.104, 10.57.110, 10.57.220, 10.57.422, and 10.57.423 relating to educator licensure. The Board is sending you this document to satisfy its requirement under MCA 20-7-101(2) which states, "Prior to adoption or amendment of any accreditation standard, the board shall submit each proposal to the education and local government interim committee for review."

The law requires our notification prior to adoption and this is a notice for public hearing, however, we feel that the Interim Committee and the Legislative Fiscal Division may benefit by knowing of these intended rule adoptions early.

If you have any questions in this regard, please do not hesitate to contact our office.

Sincerely,

A handwritten signature in black ink, appearing to be "Steve H. Meloy", written over a horizontal line.

Steve H. Meloy
Executive Secretary

Cc: Jim Standaert, Legislative Senior Fiscal Analyst
Kris Wilkinson, Legislative Fiscal Analyst

Will, Carol

From: Meloy, Steve
Sent: Friday, January 16, 2009 9:21 AM
To: Will, Carol
Subject: FW: How State Boards Deal with Health Topics
Attachments: ATT00001.txt

From: execs-bounces+smeloy=montana.edu@listserve.com [mailto:execs-bounces+smeloy=montana.edu@listserve.com] **On Behalf Of** Marsha McMullin
Sent: Friday, January 16, 2009 8:54 AM
To: execs@listserve.com
Cc: Elizabeth Walker
Subject: [Execs] How State Boards Deal with Health Topics

Dia Adams (diaa@nasbe.org) from our office asked me to send this to you.

Marsha

Marsha E. McMullin
Director of Special Projects
National Association of State Boards of Education
277 S. Washington Street, Suite 100
Alexandria, VA 22314
703-684-4000, ext. 1116; direct line 703-740-4833

.....

Dear State Board Executive,

In an effort to better understand how individual state boards operate with respect to policy issues concerning health, NASBE would like to ask you a few questions:

- Does your state board have a health advisory committee/council?
- Is there a staff member whose job it is to regularly brief your board on health related topics?

We appreciate you taking the time to provide us with this information, and if you have any questions feel free to contact me via email or telephone.

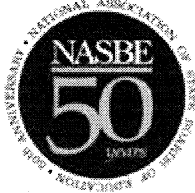
Dia Adams
Project Associate
National Association of State Boards of Education
277 S. Washington Street, Suite 100
Alexandria, VA 22314
(703)684-4000 ext. 1114

Will, Carol

From: Dia Adams [DiaA@nasbe.org]
Sent: Friday, January 16, 2009 9:22 AM
To: Meloy, Steve; Marsha McMullin; Will, Carol
Cc: Elizabeth Walker
Subject: RE: Healthy Schools Network

Thanks so much for this information, we really appreciate it.

Dia Adams
Project Associate
National Association of State Boards of Education
277 S. Washington Street, Suite 100
Alexandria, VA 22314
(703)684-4000 ext. 1114



From: Meloy, Steve [mailto:SMeloy@mt.gov]
Sent: Friday, January 16, 2009 11:13 AM
To: Dia Adams; Marsha McMullin; Will, Carol
Subject: Healthy Schools Network

Dia,

The State of Montana has a Healthy Schools Network Committee consisting of the Executive Secretary of the Board of Public Education, the Governmental Relations liaison for the School Boards Association and a representative from the Office of Public Instruction whose is their coordinated school health program director. The OPI staffer usually leads the discussion on issues as she is on the front line. The group meets intermittently and advises both the Board and the Office of Public instruction on health issues. Hope this helps.

Steve

Meloy, Steve

From: Meloy, Steve
Sent: Thursday, January 15, 2009 3:14 PM
To: 'Mark W Blasdel'
Cc: Will, Carol
Subject: RE: dual credit presentation

Dear Representative Blasdel,

Thank you for your questions.

1. Projected savings to school districts is speculation on my part as the state is in its infancy when it comes to dual enrollment. Areas of savings could include: accelerated learning whereby a student may get out of high school in less than four years or certainly get a running start on post-secondary in order to complete a degree in four years or less; remediation or credit-recovery might allow a struggling high school student the ability to "catch-up" with others by taking courses in the evening, on weekends, or during the summer and therefore not having to repeat a year; world languages could be taken by distance learning from schools who do not have the resources to hire a world language teacher for potentially only 10 or fewer students; in any event I cannot foresee how the new Class 8 rule would cost districts more money.
2. If a post-secondary college faculty wants to teach a K-12 student they would have to have a Class 8 license. The availability for learning opportunities will increase if we have a successful recruitment of teachers applying for Class 8 licenses.
3. Our recent work with revamping our distance learning rule arose when a small school district collecting ANB was providing all of its course offerings at a reduced rate through correspondence through regular mail in another state. The Board realized that it needed to address this problem to ensure quality of teaching, but at the same time allowing flexibility for 21st century learning. Also, because teacher licensure is one of the few standards that the Board will not give alternatives for, we needed to create a mechanism to bring college faculty under the K-12 licensure umbrella.
4. The same way K-12 teachers apply for a license to teach in our bricks and mortar schools. This process is prescribed by the licensure office at the Office of Public Instruction. The contact person at OPI is Elizabeth Keller who can be reached at ekeller@mt.gov.

Again, thank you very much for your interest and taking the time to write. If I can be of further assistance, please contact me.

Sincerely,
Steve

-----Original Message-----

From: Mark W Blasdel [<mailto:mblasdel@bresnan.net>]
Sent: Thursday, January 15, 2009 8:25 AM
To: Meloy, Steve
Subject: dual credit presentation

Hi Steve, Thank you for your presentation yesterday in the Joint Committee on Education. I had a couple questions for you in regards to dual credit and distance learning on the actions that the board has made.

1. You stated that your certification requirement will save the school districts money. How?

2. Do these professors HAVE to take this certification or is it on a voluntary basis? If voluntary, how does this increase the availability for the students?

3. Where was the problem that arose to change what has seemed to be a success?

4. How does distance learning educators who are out of state apply and what do they have to do?

Thank you once again.

Sincerely,

Rep. Mark Blasdel
Vice Chair House Education Committee

Will, Carol

From: Donovan, Pete
Sent: Wednesday, January 14, 2009 9:12 AM
To: 'valoc@mac.com'
Cc: Meloy, Steve; Will, Carol
Subject: RE: distant learning task force

Dear Val:

Steve Meloy has asked me to provide you with an update on recent developments with regard to distance learning policy for K-12 students in Montana.

The Board of Public Education adopted two new rules in 2008 that are designed to enhance distance learning opportunity for K-12 students. First, the Board adopted 10.55.907 Administrative Rules of Montana, which reads, in part, "teachers of distance learning, online, and technology delivered learning programs shall be licensed and endorsed in Montana or elsewhere in the area of instruction taught with such license granted as a result of the completion of an accredited professional educator preparation program..." The inclusion of the words "or elsewhere" creates greater opportunities for school districts to utilize teachers from other states, as well as those from Montana, who have completed accredited teacher preparation programs to deliver courses to K-12 students in Montana.

Second, the Board of Public Education adopted 10.57.437 to create a new Class 8 license for Dual Credit-Only Postsecondary Faculty. This new license creates greater opportunities for students to earn high school and college credit simultaneously via distance learning. The higher education faculty who teach these dual credit courses will now be required to be licensed as Class 8 teachers. The goal of this new license is to enhance opportunities for students to earn dual credit (high school and college) while enrolled in the K-12 system.

Both of these new rules will provide greater flexibility to school districts in providing a variety of coursework via distance learning to our students in Montana. Please give me a call at your convenience if you would like to further discuss this information on distance learning.

Sincerely,

Pete Donovan
444-6576

-----Original Message-----

From: Val OConnell [mailto:valoc@mac.com]
Sent: Tuesday, January 13, 2009 5:22 PM
To: smeloy@montana.edu
Subject: distant learning task force

Date: January 13, 2009

Dear Board of Public Education,

It has been another year with little being implemented on the ground as far as distance learning in Montana. Our Superintendent of Schools in Park County agrees that distant learning in Montana is

lagging behind the rest of the country. Even with less kids and funding to work with, we believe there are tangible possibilities for Montana to have internet based (on-line) classrooms in all subjects.

Please advise as to the progress of this topic and if you would welcome any suggestions.

Sincerely,

Val O'Connell
PO Box 77 Emigrant, Mt
valoc@mac.com

Meloy, Steve

From: Meloy, Steve
Sent: Monday, January 12, 2009 8:55 AM
To: Hall, Nancy; Will, Carol
Subject: SB67

Nancy:

SB 67 appears to violate Article X, Section 9 (3) of the Montana Constitution. In a 1992 ruling of Judge Sherlock in Montana's First Judicial District it was affirmed that the Montana Board of Public Education "is vested with constitutional rule-making authority. This provision is self-executing and independent of any power that is delegated to the Board by the legislature". SB 67, if passed could prevent any rule passed by the Board from being implemented.

Steve

Dec. 30, 2008

Montana Board of Public Education
46 N. Last Chance Gulch
PO Box 200601
Helena, MT 59601

RECEIVED
JAN 08 2009
BOARD OF PUBLIC EDUCATION

Dear Ladies and Gentlemen:

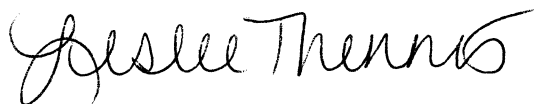
I am writing to you in support of having a fulltime school nurse at our school (Rossiter Elementary, Helena) and for other schools around the state of Montana. Our school has 500+ students and our school nurse is only here a few times a week. The population of our school is seeing a dramatic increase in the number of students with chronic and acute health issues that acquire attention only a fulltime school nurse can provide. Even though we have a fulltime health paraprofessional, she can not adequately provide for the entire population of our school. When the need arises (emergencies, etc.) that require our nurse to be present, she must travel from the school she is serving to our school in the Helena Valley thus leaving the other schools that she is also required to be at without a nurse present for their needs.

Our school nurse, Cheryl Summerer, not only provides day-to-day care for students with health issues, but supplies other services as well. She is instrumental in doing the yearly heights, weights, health screenings, setting up guest speakers for the classes as well as providing presentations to classes as well. She is also influential in providing help when it comes to dealing with parents of children with health issues as well as questions we as a staff may have in dealing with all students. With the limited time she has at our school, it is amazing that she can get any of this done in a day for all of the schools that she serves.

I am imploring you to consider having fulltime school nurses available in our schools. Without the service of these wonderful individuals, we will see a decline in the quality of learning in our schools as they directly impact the needs of all students.

Thank you.

Sincerely,



Leslee Thennis
Rossiter Elementary School
1497 E. Sierra Rd
Helena, MT 59602
(406) 324-1511

Board Colleagues,

Thank you for all the festivities celebrating my service on the BPE. The party, wonderful words + Linda Watters pottery platter are all things I will cherish. Most importantly, I value the wonderful relationships that have developed between board members during our service. It has been an honor to be associated with you in serving Montana's children! *Rich*

EXECUTIVE SUMMARY

DATE: MARCH 2009

PRESENTATION: Tour of the Office of Public Instruction's Web Site

PRESENTER: Cheri Bergeron, Bureau Chief
Office of Public Instruction

OVERVIEW: This presentation will include a brief tour of Office of Public Instruction's (OPI) Web site www.opi.mt.gov . Key points will be an overview and the mission of the OPI Web pages; an overview of the standard structure of the Web pages; and some navigation tips as well as to answer specific questions about the Web page the Board may have.

REQUESTED DECISION(S): None

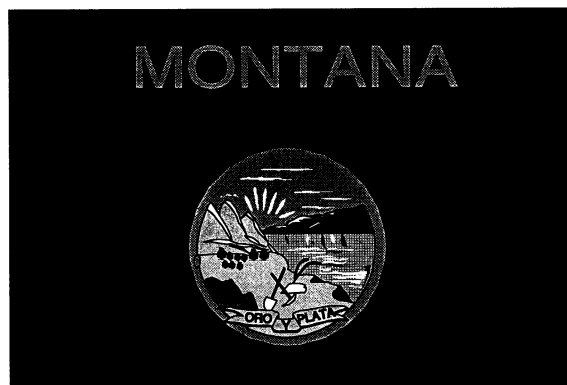
OUTLYING ISSUE(S): None

RECOMMENDATION(S): None

2008 ANNUAL REPORT

OF THE

MONTANA CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL



TO THE

MONTANA BOARD OF PUBLIC EDUCATION

March 12, 2009

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Mission Statement

The mission of the Certification Standards and Practices Advisory Council is to study and to make recommendations to the Board of Public Education on certification issues concerning teachers, administrators and specialists; professional standards and ethical conduct; the status and efficacy of approved teacher education programs in Montana; and policies related to the denial, suspension and revocation of educator certification and the appeals process.

The Certification Standards and Practices Advisory Council will submit a report to the Board of Public Education with recommendations for the above areas at least once annually.



Professional Educators of Montana Code of Ethics

Preamble

Education in Montana is a public endeavor. Every Montanan has a responsibility for the schooling of our young people, and the state has charged professional educators with the primary responsibility of providing a breadth and depth of educational opportunities.

The professional conduct of every educator affects attitudes toward the profession and toward education. Aware of the importance of maintaining the confidence of students, parents, colleagues and the public, Montana educators strive to sustain the highest degree of ethical conduct. While the freedom to learn and the freedom to teach are essential to education in a democracy, educators in Montana balance these freedoms with their own adherence to this ethical code.

The Professional Educator in Montana:

Makes the well-being of students the foundation of all decisions and actions.

- Protects students when their learning or well-being is threatened by the unsafe, incompetent, unethical, or illegal practice of any person.
- Provides educational services with respect for human dignity and the uniqueness of the student.
- Safeguards the student's right to privacy by judiciously protecting information of a confidential nature.

Fulfills professional responsibilities with diligence and integrity.

- Enhances individual competence by increasing knowledge and skills.
- Exemplifies and fosters a philosophy of education which encourages a lifelong pursuit of learning.
- Contributes to the development and articulation of the profession's body of knowledge.
- Promotes professionalism by respecting the privacy and dignity of colleagues.
- Demands that conditions of employment are conducive to high-quality education.

Models the principles of citizenship in a democratic society.

- Respects the individual roles, rights, and responsibilities of the community; including parents, trustees, and colleagues.
- Assumes responsibility for individual actions.
- Protects the civil and human rights of students and colleagues.

MONTANA CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL

**PO Box 200601
46 North Last Chance Gulch
Helena, Montana 59620-0601
Telephone:(406) 444-6576
Fax:(406) 444-0847**

2008 MEMBERSHIP

Dr. Douglas Reisig, Chair

Missoula
School Administrator

Melodee Smith-Burreson, Vice-Chair

Missoula
Elementary Teacher

Sharon Applegate

Kalispell
Elementary Teacher

Mary Susan Fishbaugh

Billings
Higher Education

Tonia Bloom

Corvallis
School Trustee

Patty Muir

Laurel
Reading Specialist

Judie Woodhouse

Polson
Secondary Teacher

CSPAC Staff:

Peter Donovan
E-mail: pdonovan@mt.gov

Administrative Officer

Anneliese Warhank
E-mail: awarhank@mt.gov

CSPAC Administrative
Assistant

CSPAC Goals for 2008-2009

- 1) Study and make recommendations to the Board of Public Education on the status and efficacy of approved teacher educator programs in Montana.
- 2) Study and make recommendations to the Board of Public Education in the areas of pre-certification training and educational requirements and in certification renewal requirements and procedures.
- 3) Study and make recommendations to the Board of Public Education on policies related to the denial, suspension, and revocation of teachers' certificates and the appeals process.
- 4) Study and make recommendations to the Board of Public Education on the feasibility of establishing standards of professional practices and ethical conduct.
- 5) Study and make recommendations to the Board of Public Education on the status and efficacy of alternative and/or nontraditional teacher preparation opportunities.



HIGHLIGHTS OF 2008 CERTIFICATION STANDARDS AND PRACTICES ADVISORY COUNCIL MEETINGS

Highlights of the January 17, 2008 CSPAC Meeting

The Montana Certification Standards and Practices Advisory Council (CSPAC) met on January 17, 2008, at Capital High School in Helena, Montana. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council are: Chair, Dr. Douglas Reisig, School Administrator, Missoula; Vice-Chair, Ms. Melodee Smith-Burreson, Teacher, Missoula; Ms. Charla Bunker, Teacher, Great Falls (who was unable to attend due to inclement weather); Ms. Tonia Bloom, Trustee, Corvallis; Ms. Kim Warrick, Reading Specialist, Bozeman; Ms. Judie Woodhouse, Teacher, Polson; and Dr. Mary Susan Fishbaugh, Dean of the College of Education, Montana State University-Billings, Billings.

Meeting attendees included: Dr. Larry Baker, MSU-Bozeman; Dr. Linda Vrooman Peterson, OPI; Mr. Larry Nielsen, MEA-MFT; Mr. Marco Ferro, MEA-MFT; Mr. Martin Horejsi, MSeLC; Ms. Elizabeth Keller, OPI; Dr. Robert Carson, MSU-Bozeman; Mr. Mike Miller, UM Western; Mr. Bud Williams, OPI.

Executive Committee

Dr. Reisig mentioned the updates to the agenda. Correspondence letters were discussed including an invitation to the BPE Safety Awareness Meeting, invitation to the Montana Education Forum Planning Committee, and an article from the MTSBA newsletter on Chapter 57, and the re-adoption of CSPAC letterhead. The Council approved the Annual Report, decided to maintain the Code of Ethics, and adopted the short term goals.

Administrative Officer's Report

Mr. Donovan provided CSPAC with a summary of meetings he attended since the October CSPAC meeting and with an update on his activities with NASDTEC. Along with Dr. Reisig and Ms. Smith-Burreson, Mr. Donovan spoke about the previous week's Western States Certification

Conference. Mr. Donovan, along with Mr. Meloy spoke about the Distance Learning Task Force Phase II (DLTFII) meeting held on Tuesday, January 15, 2008.

Board of Public Education Report

Mr. Meloy spoke more about the DLTFII meeting and the task force's accomplishments. Mr. Meloy also discussed deal enrollment and fiscal responsibilities and how this would affect high school rigor. He updated the council on an audit from the Legislative Finance Committee and BPE's building situation. Mr. Meloy ended by asking the Council if they would be interested in helping BPE with determining new standards for interpreters working with K-12 deaf and blind students in Montana.

Montana Commission on Teaching Committee Report

Ms. Smith-Burreson and Ms. Woodhouse spoke briefly about the mentoring survey report. The reports seemed to confirm the previous idea that mentoring programs greatly help in retaining new teachers, but time and money keep many schools from implementing such programs. Discussion ensued on ways to make these programs possible in all schools.

Licensure and Endorsement Committee

Ms. Keller spoke about the work the Chapter 57 workgroup has done in defining the requirements for teacher licensing in Montana.

Dr. Reisig's Presentation to the Council

Dr. Reisig allowed the Council to preview a presentation he plans on presenting to the Board of Public Education at the joint meeting with them in March. Dr. Reisig asked the Council for feedback on the PowerPoint.

Montana Schools e-Learning Consortium Presentation

Mr. Horejsi of the University of Montana, Missoula came before the Council to present the ideas behind the Montana Schools e-Learning Consortium. He spoke of the positive impact a program like this would have on both children and adults looking to improve their education.

Professional Preparation and Continuing Education Committee Report

Ms. Bloom informed the Council that Dr. Fishbaugh and herself plan on attending the Higher Ed Consortium at Chico Hot Springs January 31-February 1, 2008. Dr. Fishbaugh also spoke of the work MSU Billings School of Education had done at planning an Education Summit to be held the week prior to MEA-MFT's Education Forum September 19, 2008.

OPI Update

Dr. Vrooman Peterson spoke to the Council about the work OPI has done with MSeLC, Library Media Technology, and Full-Time Kindergarten. She also mentioned a number of positions were still opened for hire at OPI and will remain open until filled. She finished by talking about the proposed standards for incoming university students by the K-College Workgroup.

Plan for Future Conferences

Mr. Donovan spoke briefly about the NASDTEC conference June 1-4, 2008 in Rhode Island.

Public Comment

There was no public comment.

Highlights of the March 5, 2008 CSPAC Meeting

The Montana Certification Standards and Practices Advisory Council (CSPAC) met on March 5, 2008 at the Front Street Learning Center in Helena, MT. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council are: Chair, Dr. Douglas Reisig, School Administrator, Missoula; Vice-Chair, Ms. Melodee Smith-Burreson, Teacher, Missoula; Ms. Charla Bunker, Teacher, Great Falls (who was unable to attend due to inclement weather); Ms. Tonia Bloom, Trustee, Corvallis; Ms. Kim Warrick, Reading Specialist, Bozeman; Ms. Judie Woodhouse, Teacher, Polson; and Dr. Mary Susan Fishbaugh, Dean of the College of Education, Montana State University-Billings, Billings.

Meeting attendees included: Ms. Elizabeth Keller, Office of Public Instruction; Mr. Bud Williams, OPI; Ms. Bonnie Graham, MSU Billings; Mr. Fred Seidensticker, Northern Rockies Educational Services; and Mr. Steve Harris, Hellgate Elementary School.

Executive Committee

The long term goals for the Council were kept unchanged. The short term goals were listed: Chapter 57, Distance Learning/Dual Enrollment, Chapter 58, mentoring, safety awareness, and the interpreter qualifications study. Mr. Donovan spoke briefly about Mr. Steve Gettel's (Superintendent of the Montana School for the Deaf and Blind) desire to establish standards for interpreters. The Council then moved to planning the March 6, meeting with the Board of Public Education and Council of Deans of Education. Ms. Keller spoke to the Council about MACIE's

request that the Council research Native American's involvement in special education programs on the instructing side as there are not many Native Americans in this line of occupation. The by-laws were discussed next. Ms. Keller said she would present a copy of the flow chart explaining revocations, suspensions, and denials of teacher licenses once the flow chart was published.

Administrative Officer's Report

Mr. Donovan spoke about the National Association of State Directors of Teacher Education and Certification Southern Region Conference, the Troops to Teacher Conference, and the various Class 8 meetings he had attended. He also spoke of the first planning meeting for the 2008 Educator Forum and the first of the BPE Safety Awareness Meetings.

Montana Commission on Teaching Committee Report

It was decided to combine this item with Dr. Reisig and Mr. Harris' Mentoring Presentation under item 6.

Licensure and Endorsement Committee Report

Ms. Warrick informed everyone the next Chapter 57 meeting would take place March 18, 2008 in Helena. Ms. Keller mentioned the Committee is not moving at a very fast pace, but since they are dealing with some large issues (Class 8 and Professional Practices) she does not mind taking time to discuss them fully.

Professional Preparation and Continuing Education Committee Report

Dr. Fishbaugh spoke about the Higher Education Consortium in which Ms. Bloom and herself attended January 31-February 1, 2008 in Chico Hot Springs. They discussed Class 8 licensure issues and internship programs with individuals from OPI and Higher Education. She also spoke about IRIS modules being used in Montana universities to prepare those who plan on working with disabled children in the classroom.

Educator Dress Code Presentation

Ms. Graham came to the Council, as requested at the October 2007 meeting, to present a PowerPoint shown to all college students in the teacher preparatory program at MSU Billings. The PowerPoint covered proper professional dress expected of every pre-service teacher when entering into a public K-12 school for observation or student teaching. Appropriate dress is considered one of the biggest professional concerns for college students.

Hellgate Elementary Mentoring Program Presentation

Mr. Harris, along with Dr. Reisig, spoke to the Council about the mentoring program they have implemented at Hellgate Elementary in Missoula. New teachers, transferring teachers, and teachers facing difficulty may all go through this program and be paired up with a mentor. They offer in and outside of classroom help as well as a pre-first-day-of-school training with their mentor. Mentees are also expected to observe their mentor in a classroom setting.

Area of Special Permissive Competency in Technology- Taking Technology to the Classroom

Mr. Seidensticker came to the Council to speak about the possibility of providing licensed teachers who have obtained competency in technology through a university with licensing certificates. Phase I saw the aligning of all Montana's universities who in 2005 agreed to offer coursework compatible with the program. Mr. Seidensticker would like to see the formation of an advisory board in Phase II to head the project. He will present at the OPI Montana Technology Summit, April 29-30, 2008 in Billings, along with Mr. Michael Hall from OPI where he will extend invitations to people to join the board. He hopes all universities will be able to provide courses which meet PEPPS standards and would like to offer a few thousand dollars to each university to help establish these courses.

OPI Update

Ms. Keller spoke before the Council in Dr. Linda Vrooman Peterson's place. She reminded everyone of the ongoing efforts with Class 8 and Professional Practices. She also informed the Council the U.S. DOE will be visiting the Great Falls School District in April to look at the distribution of highly qualified teachers and their equitable distribution across the state. Ms. Jan Clinard from the Commissioner of Higher Education Office is in charge of Highly Qualified Teachers for the state. She will be in charge of these visits on the state's side.

Plan for Future Conferences

Mr. Donovan reminded everyone of the NASDTEC Conference June 1-4, 2008 in Providence, RI. He also informed everyone of the National Commission for Teaching and America's Future (NCTAF) Conference July 10-12, 2008 in Washington D.C.

Future Agenda Items

Mr. Donovan informed those who are up for reappointment, as well as those whose second term is ending. Council Committee appointments will take place at the July meeting. The joint Council of Deans meeting will take place at the October meeting.

Public Comment

Ms. Keller spoke about the Alternative Pathways to Teaching Conference she attended in New Orleans in February. She mentioned at the conference that they discussed mentoring and was happy to see the Council taking such an interest in it.

Highlights of the July 24, 2008

CSPAC Meeting

The Montana Certification Standards and Practices Advisory Council (CSPAC) met on July 24, 2008, at Front Street Learning Center in Helena, Montana. CSPAC, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council are: Chair, Dr. Douglas Reisig, School Administrator, Missoula; Vice-Chair, Ms. Melodee Smith-Burreson, Teacher, Missoula; Ms. Tonia Bloom, Trustee, Corvallis; Ms. Judie Woodhouse, Teacher, Polson; Dr. Mary Susan Fishbaugh, Dean of the College of Education, Montana State University-Billings, Billings; Ms. Sharon Applegate, Teacher, Kalispell; Ms. Patty Muir, Teacher, Laurel.

Meeting attendees included: Elizabeth Keller, OPI; Bud Williams, OPI; Kim Warrick, OPI; Larry Nielsen, MEA-MFT; Marco Ferro, MEA-MFT; Bob Vogel, MTSBA; Nikki Sandve, OPI; Marsha Davis, Lewis & Clark County; Linda Peterson, OPI; Mike Miller, U of M Western; Bud Williams, OPI; Katie Moore, OPI; Dale Kimmet, OPI; Jean Howard, OPI.

Executive Committee

After roll was taken, Dr. Reisig introduced Ms. Patty Muir and Ms. Sharon Applegate, the two new Council Members. Ms. Patty Muir is the new K-12 Specialist and Ms. Sharon Applegate is the new K-8 Teacher. Dr. Fishbaugh was also reappointed to the Council as the Higher Education representative. Dr. Reisig then presented a PowerPoint talking about all the wonderful work educators do. Dr. Reisig and Ms. Smith-Burreson were reappointed as the CSPAC Chairman and Vice Chairwoman. It was decided the rest of the committee appointments would be determined later. The Council then selected dates for next four CSPAC meetings. It was decided to hold the fall meeting with the Council of Deans in Missoula. Dr. Reisig then read through the 2006-2007 CSPAC goals and noted the different tasks the Council has taken on since then.

Executive Secretary's Report

Mr. Meloy discussed requests the State Legislative Finance Division had for the Board including presenting to the Division a strategic plan and working to make every school in the state meet 100% of the accreditation standards. He also talked about the work the Board had done with the Interim Committee and the Board of Regents including the K-12 Committee and the K-College Workgroup. Dr. Peterson came to speak to the Council about the previously mentioned school deficiency. She explained the different steps OPI takes to help a public school remove itself from the deficiency list. Mr. Meloy then informed the Council about the increased number of educator license revocations and suspensions. He explained how the increased cases has led to large legal costs for the Board and listed the prices for each case. Dr. Peterson came back up before the Council to introduce OPI's three new specialists. Mr. Meloy ended his report by informing the Council of the most

recent events that have occurred surrounding Distance Learning and the Class 8 License and the possible inclusion of the Council in the procedure.

Administrative Officer's Report

Mr. Donovan presented to the Council all the meetings he had attended since the March meeting. Ms. Keller and Ms. Warrick came up from OPI to discuss the NASDTEC Conference. The possible union of NCATE and TEAC was a big topic of discussion and many agreed it would be wise for these two organizations to join.

Montana Commission on Teaching Committee Report

Ms. Bureson turned to table over to Ms. Sandve and Ms. Keller from OPI to discuss the possibility of creating an area of permissive special competency for teacher mentors. Ms. Sandve spoke about the resources on the OPI website and the possibility of offering a workshop with MTSBA for mentoring to help school districts better understand its importance. The next steps would be to add the necessary language to Chapter 58. The Council unanimously voted to begin work with OPI to create this language.

Professional Preparation and Continuing Education Report

Dr. Fishbaugh discussed her trip to this year's NCTAF conference. A big topic of discussion at the conference was the pilot project NCTAF had created with George Washington University and the D.C. Public Schools for a teacher residency program. This program looked at reframing public education with national standards and Federal mandates in mind. Dr. Fishbaugh expressed interest in having the program work through Montana schools as those involved in the previous project had seen great improvements.

OPI Update

The new OPI specialists were introduced during the morning so the first item on the OPI update was passed over. Dr. Peterson passed out a PowerPoint presentation titled "Montana Five-Year Comprehensive Education Plan Web Application" (5YCEP) which covered the rule in Chapter 55 ARM 10.55.601, this listed the elements needed for the plan, the project goals, guiding principles, activities, and timeline. The PEPPS update came next. An on-site review schedule for 2008-2009 was passed out. HQT was the last topic and a number of letters were handed out. These letters were copies of those written to Mr. James Butler, a part of the Teacher Quality Programs at the US Department of Education. OPI has had ongoing discussions with the Department of Education concerning the meeting of HQT requirements for Special Education.

Licensure and Endorsement Committee

Ms. Kim Warrick and Ms. Elizabeth Keller came before the Board to present the almost complete rewritten Chapter 57. Ms. Keller felt the best way of explaining the changes to the chapter would be to skim over the entire document. Ms. Keller went through all the changes and answered questions throughout the explanation.

Marsha Davis – Lewis and Clark County Superintendent

Dr. Marsha Davis, the County Superintendent for Lewis & Clark County, presented to the Council *Teacher Retention & Montana 6E School Districts*. The study, originally published in 2002 as Dr. Davis' dissertation, looked at the factors drawing teachers into 6E schools in the state. 6E schools refer to those elementary school districts in Montana with 40 or fewer students. Throughout the PowerPoint, Dr. Davis explained how such factors as enjoying rural lifestyles and relationships with students have influenced teachers to stay at these 6E schools.

Plan for Future Conferences

The two upcoming conferences with interest to CSPAC are the NASDTEC Professional Practices Institute (October 29-31, 2008) and the Western States Certification Conference (January 6-8, 2009). Mr. Donovan informed the Council that if anyone was interested in attending either of these conferences to contact him.

Future Agenda Items

Dr. Reisig stated the CSPAC By-laws would need to be reviewed at the fall meeting. The annual joint meeting with the Montana Council of Deans would also be taking place at the fall meeting.

Public Comment

Mr. Ferro of MEA-MFT passed out pamphlets for the Montana Educator Forum being held on September 26, 2008 in Helena and encouraged all who could to attend the annual conference.

Highlights of the October 23 & 24, 2008 **CSPAC and Joint Council of Deans Meeting**

The Montana Certification Standards and Practices Advisory Council (CSPAC) met on October 23-24, 2008, at the University of Montana in Missoula, Montana. On the afternoon of October 23, 2008, CSPAC met jointly with the Montana Council of Deans of Higher Education. The Certification Advisory Council, created by the 1987 Montana Legislature, is composed of seven members and meets quarterly. The CSPAC makes recommendations to the Board of Public Education concerning licensure issues, professional practices, and ethical conduct for educators in Montana.

Currently serving on the Council are: Chair, Dr. Douglas Reisig, School Administrator, Missoula; Vice-Chair, Ms. Melodee Smith-Burreson, Teacher, Missoula; Ms. Patty Muir, K-12 Specialist, Laurel; Ms. Tonia Bloom, Trustee, Corvallis; Ms. Sharon Applegate, Teacher, Kalispell; Ms. Judie Woodhouse, Teacher, Polson; and Dr. Mary Susan Fishbaugh, Dean of the College of Education, Montana State University-Billings, Billings.

Meeting attendees included: Dr. Larry Baker, MSU-Bozeman; Dr. Lynette Zuroff, Carroll College; Dr. Roberta Evans, UM-Missoula; Ms. Cindy O' Dell, Salish Kootenai College; Ms. Tracy Grazley, University of Montana-Western; Ms. Bonnie Graham, MSU-Billings; Ms. Kim Warrick, OPI; Ms. Pat Ingraham, MSU-Bozeman; Ms. Tricia Parrish, UM-Missoula; Ms. Elizabeth Keller, OPI; Ms. Kristine Murphy, UM-Missoula; Dr. Linda Peterson, OPI; Mr. Larry Nielsen, MEA-MFT; Mr. Marco Ferro, MEA-MFT; Ms. Allison Smith; UM-Missoula Teacher Prep Student, Daughter of Ms. Melodee Smith-Burreson.

Joint CSPAC/ Council of Deans Meeting October 23, 2008

The CSPAC and Council of Deans discussed the current projects and goals for the respective groups as well as strategies for creating a seamless transition for newly graduated teachers into the field. Other topics discussed included the following: the Math/Science Initiative; the perception of teacher shortages; the transferability of credits between state universities and universal course numbering; Chapter 57 and its presentation to the Board of Public Education at its November meeting. Dr. Peterson listed the topics she will discuss at the CSPAC meeting in the morning. The University of Montana sponsored a reception, later in the evening, for CSPAC and the Council of Deans at Shadows Keep in Missoula.

CSPAC Meeting October 24, 2008

Meeting attendees included: Ms. Bonnie Graham, MSU-Billings; Ms. Tracy Grazley, University of Montana-Western; Ms. Kim Warrick, OPI; Dr. Jayne Downey, MSU-Bozeman; Ms. Bonnie Jones Graham, MSU-Billings; Ms. Tricia Parrish, UM-Missoula; Ms. Elizabeth Keller, OPI; Ms. Kristine Murphy, UM-Missoula; Dr. Linda Peterson, OPI; Ms. Nikki Sandve, OPI; Mr. Marco Ferro, MEA-MFT.

Executive Committee

Dr. Reisig recapped the joint CSPAC and Council of Deans meeting. The Council chose to keep members on their current respective committees and assigned the two new members to the Licensure Committee. The Sign Language Interpreter's Workgroup was briefly discussed.

Administrative Officer's Report

Mr. Donovan provided CSPAC with a summary of meetings he has attended since the July CSPAC meeting. The Council chose to approve the amended bylaws; Ms. Woodhouse also suggested changes to other areas be made for the next CSPAC meeting. In light of new information pertaining to the amended bylaws that was received after the CSPAC meeting, CSPAC will be asked to strike the new amendment from the bylaws at the January meeting.

Executive Secretary's Report

Mr. Meloy discussed the time line for the Distance Learning Task Force. He also spoke about the Legislative Fiscal Division's request for each state agency to develop 4-5 goals to help display what each agency has worked on. Finally, he informed the Council that the Board has requested more money from LFD to cover costs for legal cases, travel, and facility costs for the agency.

Professional Preparation and Continuing Education Committee Report

Dr. Fishbaugh spoke about the MSU-Billings College of Education Consortium and passed out notes provided by John Taylor Gatto, one of the keynote speakers at the consortium. The point behind the gathering was to look at ways to evolve education as the world evolves.

Montana Commission on Teaching Committee

Dr. Reisig turned the meeting over to Ms. Smith-Burreson. She introduced Dr. Jayne Downey from MSU-Bozeman. Dr. Downey spoke about the Masters of Education program at the University. The program can be taken entirely online. While taking these courses, Dr. Downey hopes the educator can also gain Mentor Teacher Permissive Special Competency on their certificate, something CSPAC and OPI have been working on to develop.

The table was then turned over to Ms. Nikki Sandve of OPI. Ms. Sandve presented a PowerPoint of the Teacher Mentoring Program in a School District Suggested Timeline/Activities site. The site is a part of the OPI website at www.opi.mt.gov. This offers resources for schools and districts to aid in developing teacher mentoring programs.

OPI Update

Dr. Peterson had a few things to discuss including: teaching endorsement internship program; NCATE; Class 8; and date pieces. The Class 8 work has continued with the development of the Implementation Advisory Committee. She also passed out a draft form of the postsecondary faculty license application. The Council will be talking with the Board and OPI further on their role in the application process.

Goal Setting

Some of the goals the Council would like to concentrate on are: mentoring; NEA study on teacher retention; sign language interpreters' workgroup; 10.55.716(A)(B) definition; OPI information on teachers leaving within 5 years of starting their career; OPI website explanation; professional development in general; and a look at various school mentoring programs across the state.

Plan for Future Conference

The Western State Certification Conference will take place January 6- 8, 2009 in Austin, TX. The NASDTEC Professional Practices Institute will take place October 29-31, 2008 in St. Louis, MS.

CSPAC Goals – 2007-2008

CSPAC's goals for the 2007-2008 school year are as follows: current and future accomplishments are bulleted underneath:

- 1) Study and make recommendations to the Board of Public Education on the status and efficacy of approved teacher educator programs in Montana.**
 - a. NCATE reviews
 - b. Montana/NCATE Institutional Orientation – September 22-23 (Tentative)
 - c. PEPPS Standards update recommended to BPE by CSPAC
 - d. Special Education preparation for general education teachers research study and presentation by MSU-Billings
 - e. Poverty and Student Achievement Correlation Presentation for Montana students - Mr. Chris Lohse from OPI
- 2) Study and make recommendations to the Board of Public Education in the areas of precertification training and educational requirements and in certification renewal requirements and procedures.**
 - a. Interpreter Standards Workgroup
 - b. Review of Chapter 57
 - c. Instructors of hearing-impaired children rule (if passes in Legislature)
 - d. Attend Western States Certification Conference
 - e. Annual NASDTEC conference
 - f. Annual NCTAF conference
 - g. Meet annually with Council of Deans
 - h. Update on state mentoring
 - i. Planning for Montana Educator Forum
- 3) Study and make recommendations to the Board of Public Education on policies related to the denial, suspension, and revocation of teachers' certificates and the appeals process.**
 - a. Review of Chapter 57
 - b. Attend NASDTEC Annual Professional Practices Institute
 - c. Work with OPI Licensure staff on appealed cases
 - d. Gather information about diploma mills

- 4) Study and make recommendations to the Board of Public Education on the feasibility of establishing standards of professional practices and ethical conduct.
 - a. Attend NASDTEC Annual Professional Practices Institute
 - b. Annual review of Code of Ethics
- 5) Study and make recommendations to the Board of Public Education on the status and efficacy of alternative and/or nontraditional teacher preparation opportunities.
 - a. Attend Western States Certification Conference
 - b. Attend NASDTEC Annual Professional Practices Institute
 - c. Troops to Teachers work and update
 - d. Gather information about diploma mills
 - e. Montana Schools E-Learning Consortium presentation on technology-delivered courses
 - f. Distance Learning Task Force – Possibly send back to CSPAC for further deliberation
 - g. Continue the awareness that issues such as distance learning, dual enrollment, alternative certification models, etc. are multi-faceted and inter-related concepts that cannot be viewed in isolation from one another, especially in light of NCLB and high school renewal efforts.

Over-riding question:

Where would the Board of Public Education want CSPAC to go from this point?

EXECUTIVE SUMMARY

DATE: MARCH 2009

- PRESENTATION:** CSPAC recommendation to the Board of Public Education to amend 10.57.110, 10.57.412 and 10.58.527 pertaining to Area of Permissive Specialized Competency, Mentor Teacher.
- PRESENTER:** Judie Woodhouse, Member, Certification Standards and Practices Advisory Council
Dr. Jayne Downey, Associate Professor, Montana State University-Bozeman
Peter Donovan, Administrator
Certification Standards and Practices Advisory Council
- OVERVIEW:** At the January CSPAC meeting, the Council passed a motion to recommend adding an Area of Permissive Specialized Competency for Mentor Teachers.
- This presentation is the introduction of the request from CSPAC to create a new Area of Permissive Special Competency (APSC) for Mentor Teachers. The current APSC's authorized by the BPE include, early childhood education, gifted and talented education, and technology in education. The APSC's are statements of specialized competency that appear on educator licenses to indicate that the educator has completed a minimum of 20 semester college credit hours or equivalency in a specific academic area that has been approved by the Board of Public Education.
- REQUESTED DECISION(S):** Information item only
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Thoughtful adoption of requested changes.

Draft rule[s] as proposed to be amended provide[s] as follows, new matter underlined, deleted matter interlined:

ARM 10.57.110 AREA OF PERMISSIVE SPECIALIZED COMPETENCY

(1) A holder of a Montana teaching license may apply for a statement of specialized competency to appear on the license. A license holder may qualify for a statement of specialized competency by the completion of a minimum of 20 semester college credit hours or equivalency in a specific academic area as approved by the board of public education. Accredited areas of permissive specialized competency are early childhood education, technology in education, mentor teacher, and gifted and talented education.

AUTH: 20-4-102, MCA

IMP: 20-4-103, MCA

ARM 10.57.412 CLASS 1 AND 2 ENDORSEMENTS (1) through (2)(c)

remain the same.

(3) A license holder may qualify for a statement of specialized competency by the completion of a minimum of 20 semester college credit hours or equivalency in a specific academic area as approved by the board of public education. Approved areas of permissive specialized competency are early childhood education, gifted and talented education, and technology in education, and mentor teacher.

(4) remains the same.

AUTH: 20-4-102, MCA

IMP: 20-4-103, 20-4-106, 20-4-108, MCA

10.58.527 AREAS OF PERMISSIVE SPECIAL COMPETENCY (1) through

(6) remain the same.

(7) The mentor teacher permissive special competency program requires that successful candidates demonstrate knowledge of:

(a) the role and benefits of serving as a teacher mentor;

(b) the needs of initial educators and educator standards;

(c) the benefits and key elements of a mentoring program for the initial educator and the school district;

(d) the characteristics and behaviors of effective mentors in providing observation, support, and assistance;

(e) the characteristics and behaviors of effective mentors in providing feedback during observing and conferencing;

(f) the potential problems that can occur in a mentoring relationship and define effective responses to these problems; and

(g) best practices for creating and maintaining a safe environment for the mentee to attain and sustain a mastery level of teaching with an active and positive learning environment that supports school, district, and state curricula, including:

(i) supporting new teacher growth toward meeting the learning needs of every child; and

(ii) supporting new teacher growth toward incorporating Indian Education for All into their curricular offerings.

AUTH: 20-2-114, MCA

IMP: 20-1-501, 20-3-121, MCA

REASON: The proposed rules to establish an Area of Specialize Permissive Competency for mentor teachers originated from research conducted by the Certification Standards and Practices Advisory Council (CSPAC). The CSPAC, as created by 2-15-1522, MCA, conducts research and makes recommendations to the Board of Public Education as authorized in 20-4-133, MCA. The proposed rules would permit individuals with a minimum of 20 semester college credits in teacher mentoring to request a statement of specialized competency to be added to their educator licenses.

EXECUTIVE SUMMARY

DATE: MARCH 2009

PRESENTATION: Class 8 Implementation Update – Review Panel Work Session

PRESENTER: Elizabeth Keller, Office of Public Instruction
Peter Donovan, Certification Standards and Practices Advisory Council
Linda Vrooman Peterson, Office of Public Instruction


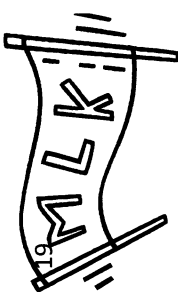
OVERVIEW: This presentation provides to the Board of Public Education (BPE) an update on the first work session of the Class 8 Review Panel. The Review Panel convened on March 11 to evaluate Class 8 Dual Credit-Only Postsecondary Faculty License applications and make recommendations for licensure to the Office of Public Instruction.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): The purpose of the Class 8 Dual Credit-Only Postsecondary Faculty License is to provide one option ensuring postsecondary instructors of dual-credit courses meet the provisions of Admin. R. Mont. 10.57.437, No Child Left Behind, and MCA 20-4-101 Teacher Certification. Implementation of the Class 8 License will allow more K-12 students opportunity to access dual-credit courses.

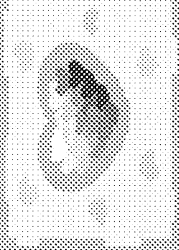

RECOMMENDATION(S): Discussion

January 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Notes:						
4	5 Inauguration Ceremonies Pete/Steve	9:00 am Mini Ed Forum MEA-MFT Pete/Steve	7 MSDB Foundation Conference Call w/Steve Gettel - Bernie 1:00 pm Conference Call Accreditation Steve/Starrs	8 BOE Meeting - COT BPE Meeting - Front Street Learning Center	10:00 Conference Call, Executive Committee Mtg - Patty, Steve, Angela	3 Learning for Life: Pre-school through Continuing Ed 9:00 - 3:00 Great Northern - Patty, Angela, Steve
11	12 3:00 pm Hearing s - SB 67, SB 80, SB 81, HJ6 Capitol Rm 303, Steve	13 9:00 Ed Forum Pete/Steve	3:00 pm House Education Committee Presentation - Steve Sign Language Interpreter Mtg - Pete/Anneliese	15 CSPAC Meeting Pete/Steve/Anneliese	16 HQT Conference Call w/Deans - Pete	17
18		20 2:00 Conference call - Indian Education for All & Teacher Prep. Programs Pete/Angela		22	23	24
25	26 HB 15 Hearing House Education Committee - 3:00 Steve	27 9:00 Ed Forum Pete/Steve	Learning First Alliance Bylaw subgroup - 9:00 Steve Economic Summit - Anaconda- Pete/Angela	Learning First Alliance Pete/Steve Assessment & Test Administration Conference - Billings - Sharon BPE Budget Hearing Steve	30 Executive Action - Budget- Steve	31 SB 80 & 81 2nd Reading Steve

NASBE Study Group - Washington DC - January 23-24
Sharon

February 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 MT Council of Deans of Education Conference Call - Pete	3 Math and Science Initiative - Helena Patty/Pete	Hearings SB 69 & 70 Steve	5	6 Hearing SB 67 & SJ 4 Steve	7
8	9 SJ 8 Hearing - Steve	10 Ed Forum - Pete	11 Hearings: HB 459, HB 355, and SJ 12 Steve	12 Healthy Schools Network - Steve	Hearings: HB 456, HB 388, and HR 2 - Steve Board of Regents' Conference Call Mtg - Steve	
15	16 	17 Ed Forum - Pete/Steve	18 Bernie's Confirmation Hearing SR 5 Bernie/Steve	19	State of Education Address - Patty/Angela/Storrs/Ca/Steve/Pete MEA-MFT Day of Advocacy Patty/Angela/Steve/Pete Accreditation Mtg W/OPI - Storrs/Angela/Steve/Pete	
22	23 Chapter 57 Hearing Steve/Pete Ed Forum - Pete/Steve	25 Learning First Alliance Pete/Steve	26	27 BPE Conference Call	28	

Notes:

February 20- Hearing 433
Patty , Angela, Steve

March 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Ed Forum 3:00 MEA-MFT Pete/Steve	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31	Notes:			

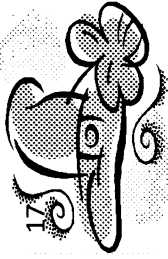
Board of Regents' Meeting - UM Helena - Steve

Board of Public Education Meeting

Joint BPE/CSPAC Meeting - Helena

CSPAC Meeting

Class 8 Review - Pete and CSPAC Members



Executive MASC Meeting - Katie Helena

MT Association of School Nurses- Steve

Executive Secretary's Report

Thursday, March 12, 2009

By: Steve Meloy/ Executive Secretary

Recent efforts have been dedicated toward the tracking of some interesting legislation introduced in the 2009 Legislative Session. SB 67 is an effort to limit the Board of Public Education in its rulemaking only to rules that the Legislature is willing to fund. The bill passed out of the Senate and is currently in limbo in House Education. We have worked hard on this bill but a number of legislators still feel that they should have ultimate say. HB 15 was supported by the Board as the only funding bill to increase funding levels for schools over the last biennium. SB 81 was offered as an effort to amend the Constitution to provide for the election of Board members. We opposed and the bill should not receive 2/3 majority of both houses. Other bills we are watching are: HB 456 requires seat belts on all new school buses; HB 459 create virtual high school; HR 2 antibullying resolution; SB 69 increase the quality educator payment; SB 70 inflationary adjustments to K-12 base; SB 80 elect Board of Regents; SB 173 clarify ability of school districts to share superintendents; SJ 4 create an interim study of administrative efficiencies in the school system; SJ 8 urge development of K-20 shared policy goals; SJ 12 approve a Bitterroot Community College; SR 5 confirm appointment of Bernie Olson to the BPE.

The Board continues work in concert with OPI and partners, to develop the implementation of the work of the Distance Learning Task Force Phase II amendments to Chapter 55, and specifically Chapter 57 which resulted in the adoption of new category of K-12 licensure. CSPAC will review applications in March of 2009. Work continues with legislative oversight committees, specifically to our strategic planning and combining efforts with the five-year planning process, as well as the filing of a strategic planning document for the next biennium. Our planning work was evaluated by the Legislative Appropriations Sub-Committee on Education in the first part of the 2009 Session. I reported out to the Sub-Committee and advised them of the difficulties that we face to unilaterally guarantee 100% compliance with our standards each year. The specific request of the committee chair is for the Board to demonstrate the status of those schools in deficiency accreditation status in the 06-07 school year, and whether or not the deficiency has been corrected. I wrote an earlier correspondence to Senator Wanzenreid, and copied the whole committee on a position in this regard. We attended a meeting sponsored by the Education and Local Government Interim Committee. This Education Conference was held in Helena on January 10, 2009. We have developed a bill tracking process in our office and developed a legislative strategy for responding to inquiries and lobbying certain bills. The Education and Local Government Committee remains engaged in a process with our partners at OCHE about college preparedness and how to reduce remediation rates on campus. They envision that a paper be prepared to articulate shared goals in this regard. The paper is to be prepared at the end of the '09 Legislative Session. This work spills over into the "leaky pipeline" and post-secondary readiness work of the Kindergarten to College Workgroup. Work continues in the coordination with OPI on an assessment working group to continue identifying appropriate and

meaningful assessments for all of our students. OPI has delivered to the Board recommendations in this regard. An Assessment Task Force was appointed. The new curriculum specialists will be involved with assessment, which should be helpful even though recruiting for these positions have been difficult. The CSPAC crew continues their work with the licensure folk at OPI to continue the important review and modification process tied with Chapter 57, which will be before the Board as an action item this meeting. We continue to work with our attorney and outside legal counsel in processing revocations and appeals of license denials brought before the Board. One case has been appealed to the First Judicial District for judicial review. We have continually advised the OBPP office of our need for increased appropriation for the next biennium after efforts to have funding included were thwarted. We intend to convene a second statewide meeting regarding information surrounding “threshold” behaviors of educators who may constitute a breach of safety for public school students. The next meeting will be after the major work surrounding Chapter 57 has been completed. The next Legislative Session promises to be demanding upon the Board and its resources. Senator Laible has a bill draft in to limit the constitutional power and authority of the Board in regard to rule making.

Board work continues to include but is not limited to: implementation of the new rule for post-secondary faculty and the development of an intake document for licensure; strategic planning meeting; school safety issues; wrap-up the Distance Learning Phase II Task Force; work with the Interim Committee on Legislative Finance; design performance measures to the satisfaction of the LFD; plan for the BPE’s five year planning process; future of the NRT, as well as future assessments to inform instruction; total review of Chapter 57; Kindergarten to College Workgroup; dual enrollment/credit work; counsellorship initiative; assessment alignment work; MSDB coordination and oversight; MSDB strategic planning; previous Interim Committee work follow-up and monitoring the MQEC and their efforts; CSPAC Assessment Study Group; Pilot (Praxis II) testing efforts; NCLB implications and future reauthorization of ESEA; work of the Montana E-Learning Consortium and its future; meetings of the Ed Forums; Special Purpose Schools Task Force; Chapter 55 review process; PEPPS Review Advisory Panel; involvement with planning for NASBE’s annual meeting; monitoring of the writing assessment consortia project; writing implementation committee work; monitor the Indian Education For All efforts; High School Improvement Initiative; results of the Legislative Audit Committee on high school drop-out rate in Montana and data alignment between OCHE and OPI; performance-based budgeting proposals and preparation of a template for the 2009 session; project development to implement the teacher loan repayment plan found in SB 2; issues revolving around “alternative to our standards” requests; ongoing questions related to the bullying issue; financial education curricular concerns; school nutrition and physical education; civic education; site planning for the BPE in the next biennium; NASBE grant follow-up on student leadership; special meetings of the BPE; strategy development for the 2009 Legislative Session; license discipline processes-particularly related to suspensions and revocations; and the fielding of an increasing number of calls from the public regarding various and current issues before the Board.

Most of the other issues with which I have dealt have been brought to your attention by way of phone and e-mail correspondence, however I have highlighted the following:

- Continued work with Legislature on fiscal responsibility processes for SB 152
- Attended a meeting of the Appropriations Sub-Committee
- Attended Board hearing on Board budget
- Attended MEA –MFT legislative reception
- Completed a “draft” of strategic objectives for next five years
- Attended March 09 meeting of BOR
- Attended meeting of the Learning First Alliance
- Attended K-12 forum meetings
- Attended January and March meetings of CSPAC
- Presented at statewide TRiO meeting
- Attended meeting of Healthy Schools Network
- Worked with the Department of Administration on Computer updates
- Met with DOA on lease arrangements at New York Building
- Attended meeting of the MSDB Committee
- Attended meeting at OPI to discuss accreditation issues
- Presided over hearing of Chapter 57

We are preparing our office processes to stay on top of the legislative session.

The work before the Board continues with a high level of importance including finalizing our work on dual enrollment/credit with emphasis on the implementation phase. Other areas include assessment, strategic planning, and relation building with the Board of Regents, the Legislature, OCHE, and the Kindergarten to College Workgroup.

COMMISSIONER OF HIGHER EDUCATION'S REPORT

Presented by:

Dr. Sylvia Moore
Deputy Commissioner, Academic & Student Affairs

OCHE P-20 Interfaces

- 1. Class 8**
Beginning the New Process
 - 2. Access to Success**
Leading Indicators for Success Implementation Ideas in Montana
 - 3. MUS Writing Assessment**
Record Participation Rates
 - 4. Upcoming Diversity Training Activities**
-

Assessments for the 21st Century Learner

Agenda

January 23-24, 2009

Marriott Crystal City Hotel, Arlington, Virginia

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BOARD OF PUBLIC EDUCATION

Study Group Objectives:

To examine and make recommendations on:

- How assessment can promote standards for 21st century learning and measure students' progress in meeting those standards;
- Multiple purposes for testing and the implications for standards-based reform;
- How assessment systems can leverage ongoing improvements in teaching and learning;
- Technology applications in assessments;
- Professional preparation and training needed to use assessments to support high-quality teaching; and
- School-wide data tracking and decision making to ensure quality teaching and student learning.

Objectives for January Meeting:

- Determine overarching goals and central areas of focus for study group
- Initial scan of state assessments and emerging trends
- Review purposes and elements of effective assessment systems
- Consider impetus for redesigning state assessment and accountability systems
- Examine linkages between assessment, effective teaching, and student learning
- Articulate purposes of assessment in relation to preparing 21st century learner and the implications for standards-based reform

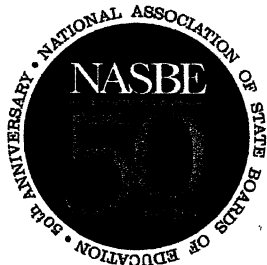
Friday, January 23, 2009

8:30 – 9:00 a.m.	Continental Breakfast
9:00 – 9:15 a.m.	Welcome and Introductions Mr. Kerry Winterer, Study Group Chair, Nebraska State Board of Education
9:15 – 10:15 a.m.	Study Group Introductions and Presentations on State Work
10:15 – 10:30 a.m.	<i>Break</i>

10:30 – 11:45 a.m.	Reinventing Education through the Design of Standards and Assessment Mr. John Tanner, Director, CCSSO's Center for Innovative Measures
12:00 – 1:00 p.m.	Lunch
1:15 – 2:30 p.m.	Performance Assessment and 21st Century Skills Dr. Eva Baker, Distinguished Professor, UCLA, Director, National Center for Research on Evaluation, Standards, and Student Testing (CRESST)
2:30 – 2:45 p.m.	<i>Break</i>
2:45 – 3:45 p.m.	Measures that Matter: Transforming Statewide High School Assessment Systems Ms. Alissa Peltzman, Manager, Achieve's American Diploma Project Network
3:45 – 5:00 p.m.	General Discussion
5:00 p.m.	Adjourn

Saturday, January 24, 2009

8:00 – 9:00 a.m.	Continental Breakfast and Area Meetings
9:00 – 10:30 a.m.	State Testing and Educational Reform Dr. Stuart Kahl, Chief Executive Officer and Cofounder, Measured Progress
10:30 – 10:45 a.m.	<i>Break</i>
10:45 a.m. – 12:00 p.m.	Discussion and Next Steps
12:00 p.m.	Adjourn



ASSESSMENTS FOR THE 21ST CENTURY LEARNER

STUDY GROUP PARTICIPANTS LIST, January 23-24, 2009

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NASBE Assessment Systems for the 21st Century Study Group January 23-24 Meeting Summary

Study Group Goals:

The changing environment and demands of school reform requires constant reexamination of the role of assessment in promoting ample student achievement in 21st century education. State Boards are reassessing their decision points with a focus on equity and access and on the growth in data systems under development at the state level. The NASBE membership has identified assessments as one of the most challenging responsibilities they currently face. The 2009 NASBE Study Group on assessments will explore the following issues:

- How assessment can promote standards for 21st century learning and measure students' progress in meeting those standards;
- Multiple purposes for testing and the implications for standards-based reform;
- Developing coherent assessment systems that can leverage ongoing improvements in teaching and learning;
- Technology applications in assessments;
- Professional preparation and training needed to use assessments to support high-quality teaching; and
- School-wide data tracking and decision making to ensure quality teaching and student learning.

Report-Out from States:

Study Group participants reported on the current assessment landscape in their states and the challenges facing state board members to retool and revise current assessment systems to ensure that assessments measure world-class performance.

Key Issues:

- Most states are facing constraints from the fiscal environment and from No Child Left Behind (NCLB) mandates with respect to how their assessment/accountability systems are designed;
- States wrestle with the technical and statistical aspects of designing assessments that serve accountability functions and with leveraging improvements in teaching and learning at the classroom level;
- Standards form a framework for assessments, but there is much debate about the number of standards, the nature and rigor of current state standards, and the disconnect across state standards and those measured by the National Assessment of Education Progress (NAEP). Also being considered is the push for international benchmarking using international assessment standards including Trends in International Mathematics and Science Study (TIMSS), Programme International Student Assessment (PISA), and Progress in International Reading Literacy Study

(PIRLS), and a need to retool standards to integrate high-level 21st century skills aligned to college/career expectations.

- Political debates are surfacing with respect to the design, cost, and utility of current assessment and accountability systems:
 - Push back from legislatures on state assessments that were designed with the purpose of improving teaching and learning to reduce cost and to ensure uniformity (Nebraska has used locally-developed formative assessments—and now in addition to revising standards, the legislature has called for the development of a uniform summative measure to determine school and district performance; Kentucky’s legislature has challenged the use of the state’s portfolio writing assessment in terms of cost and design—criterion vs. norm-referenced design; New York is revising standards and addressing tension between constructive response and multiple choice).
 - Other policy leaders are calling for performance-based assessments of 21st century skills in response to emerging national discussion to ensure preparedness of high school graduates for college and careers. (See reports: “Accelerating the Agenda: Actions to Improve America’s Schools,” “Benchmarking for Success: Ensuring U.S. Students Receive a World-Class Education,” “Making College and Career Readiness the Mission for High Schools: A Guide for State Policymakers,” and, “Measuring Skills for the 21st Century.”) Rhode Island has added a senior project as part of graduation requirements that is locally designed, but state mandated. West Virginia is partnering with North Carolina as part of Partnership for 21st Century and has revised its standards and creating assessment systems aligned to 21st century skills along with web-based tools to assist districts and schools in implementation (see “Assessment of 21st Century Skills: The Current Landscape Pre-Publication Draft”). North Carolina has created a Blue Ribbon Commission on Testing and Accountability report on design of comprehensive system that includes essential standards built on 21st century skills/content and formative, benchmark, and summative assessments (see “Response to the Framework for Change: The Next Generation of School Standards, Assessment and Accountability”). Other states involved in design of end-of-course tests, implementing ACT, and working with America Diploma Project to bolster rigor of standards and curricula (Hawaii, Kentucky, Michigan, New York, Arkansas, Utah, Washington, DC, and Massachusetts).
 - Increased interest in forming consortiums and coalitions to develop state assessments to increase efficiency, provide access to support material, and ensure high quality. One example is the New England Common Assessment Program which now includes Rhode Island, New Hampshire, Vermont, and Maine.
- States are looking at a comprehensive system of different assessments to better connect assessment with instruction, improvements in teacher preparation and professional development, and high-level student performance across a balanced set of outcomes.
- Concerns persist regarding how to address issues of rigorous curriculum and assessments and enormous diversity in student population (related to language, learning and skill gaps, poverty).
- Study Group emphasized the need to ensure a strong investment in teachers, their assessment literacy, and capacity to teach high level curricula to diverse learners.

Highlights from Presentations at January Study Group Session:

Reinventing Education through the Design of Standards and Assessment

Mr. John Tanner, Director, CCSSO's Center for Innovative Measures

Central questions to reinventing education through the design of assessments systems are: 1) What should students know? 2) What should they be able to do? and, 3) How good is good enough?

In the past, standards have been based on preferences about what will produce an educated student with little vertical or horizontal articulation, and that has resulted in many incongruities and discontinuities. Standards have been "reified" through the construction of tightly aligned tests.

John emphasized the need to create a new paradigm that integrates content and skills, contextualizes knowledge rather than singular facts, and links cognition and learning to assessment. Traditional testing is based on sampling some amount of content (domain) that serves as a proxy for future performance. While tests have predictive power, focusing on the domain that is sampled results in narrowing the curricula, focusing on middle range of scores, disconnecting teaching from performance (and what we understand from cognitive science about how to build schemata, scaffolding, fostering generalizations, and metacognition). As content and discoveries are accelerating, the what that is recorded in textbooks cannot keep up. While content matters profoundly, discrete facts don't. He suggests that we can prioritize what students should be able to do—that is the essential or big ideas of learning a domain—through research. Others are arriving at a similar conclusion (see Tony Wagner <http://www.gse.harvard.edu/~clg/news.html#wagner>; Richard Rothstein, Partnership for 21st Century Skills).

There is an emerging consensus about what we want graduates to know and be able to do. Tests should center on essential learning and target contextualized measurement of applied knowledge and skills. Unlike traditional assessments that pinpoints the variance in the system; these measures would target performance, which is the best way to support teachers in making the right instructional decisions about where to focus instruction for the individual student. (*"The next level is a known entity, every student has somewhere to go no matter where they happen to be, and teaching is about getting students to that next level."*)

Performance Assessment and 21st Century Skills

Dr. Eva Baker, Distinguished Professor, UCLA, Director, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Dr. Baker shared her research and development work on designing assessments for 21st century learning. She's worked extensively with the military on developing empirically-based models of expert performance. She reiterated John Tanner comments about how tests historically have served to identify variance within the system rather than illuminate individual performance. For teachers to teach well, they must focus on individual performance rather than attending to raising test scores in the aggregate.

She emphasized central points similar to those that John discussed such as:

- Standards must be revamped to emphasize the most important things students must be able to do that have been empirically tested against a research agenda. We need to make evidence-based choice on essential standards—clearer, fewer, higher, cheaper, faster, and valid. Standards can be

incorporated into skill frameworks that map out the next performance level and tells us something about how to help children get to the next level of performance;¹

- We must allow teachers to do the right thing or we will continue to fail our students—which is more expensive than any other costs incurred; and
- Assessments should be contextualized (applied knowledge and skills) with the potential for 100% of students to pass. Equity is an enormous issue; we're paying an enormous price in leaving so many children behind that do not have opportunity to learn sophisticated skills. The system must ensure scalability so that more students are brought to high levels of performance.

Dr. Baker emphasized the importance of determining the purposes of assessment and validating and using tests strictly in terms of their purposes (individual versus system). She noted that hardly any of the tests used for NCLB have been validated for the way they have been used (evaluation of schools and districts; measuring impact of instruction and programs).

There is great interest in skill sets called different things but with similar meaning: cognitive readiness, 21st century skills, college readiness, work-force readiness, life-long skills (same as applied knowledge from 80s and 90s). In addition, there have been improvements in the design and scoring of performance assessments. Her list for 21st century skills included: adaptive problem-solving, situation awareness, decision-making, teamwork, learning to learn, and communication (strong empirical base for these skills). The focus on these skills derives from several factors: needed by everyone; rapid change in external requirements; unexpected conditions impacting individuals and teams; global competition; variation in career paths; new learning; new technologies; and need for communication at a higher level for all.

Dr. Baker described *ontologies*, which use a structured empirically-based approach based on “experts” who arrive at consensus about domain(s) for standards, teaching, and learning. Drawing from cognitive science, the webbing or concept map describes performances of a particular skill or domain expressed in terms of principles, knowledge, key situations, and the relationships among them. For example, persuasive writing can be integrated into different subject areas where performance can be reported out separately: within courses, among courses (horizontally and vertically) and at chosen end-points.

Performance-based measures:

- Must be measured in context of school;
- Instruction and measures must integrate 21st century skills with challenging content;
- Must have transparent paths from content standards, instruction, and assessments to achieve coherence;
- Must address adaptation to new situations;
- Address key standards in content and 21st century skills for transfer and application that pushes the system deeper and farther);
- Address what is covered the most in K-12 education: content understanding, collaboration, problem-solving, self-regulation, and communication; and
- Need well-defined criteria for performance and must be consistent with what we know about learning (e.g., focus on learning progression, lateral transfer, reducing cognitive dissonance, and providing rapid feedback).

¹ Note, *learning progressions* are somewhat different than skill frameworks in as much as they articulate what it takes to learn. Dr. Baker used the example of learning calculus through the use of analogies and metaphors to create an understanding of core concepts.

Measures that Matter: Transforming Statewide High School Assessment Systems

Ms. Alissa Peltzman, Manager, Achieve's American Diploma Project Network

Ms. Peltzman described the push to raise graduation rates and lower the need for college remediation. Given research showing that today's jobs require more education and training than 30 years ago, and that high school is not adequately preparing recent graduates to meet workforce or college demands, she is involved with helping states develop new diploma requirements that ensure "proficiency" indicates "preparedness." Interestingly, the "must have" knowledge and skills for jobs and college-level academia converge to create a single set of expectations for meaningful diploma. The 34 states working with the American Diploma Project in various capacities have several goals:

- prevent students from earning a high school diploma without the skills necessary for success in college and work; and
- enable students to a) enter into credit-bearing course work in two- or four-year colleges, without the need for remediation and with a strong chance for earning credit toward their program or degree; and b) gain entry-level positions in quality job and career pathways, which often require further education and training.

To do this, ADP states (including several serving on the Study Group) are using strategies including:

- requiring students to take a college- and career-ready curriculum to earn a high school diploma;
- building college- and career-ready measures into statewide high school assessment systems;
- holding high schools and postsecondary institutions accountable for student preparation and success; and
- developing end-of-course exams (15 states are participating in a common Algebra II test, which also cycles back to the point about states forming consortiums and coalitions to develop state assessments to increase efficiency, provide access to support material, and ensure high quality).

On the whole, the goal is not to create more assessments, but to create better assessments—including end of course tests, 11th grade tests, and college admission tests—that *"create a bridge between two otherwise disconnected systems. They send a message of aligned expectations. They open doors for students rather than closing them."*

State Testing and Educational Reform

Dr. Stuart Kahl, Chief Executive Officer and Cofounder, Measured Progress

Dr. Kahl emphasized the importance of impacting the interactions between teachers and children.

"National standards, federal mandates, interim assessments, data management systems, growth models, and tons of data will not raise student performance levels if we short-change the powerful link between student learning and the quality of classroom interactions."

It's not about standards (U.S. has the same standards as Singapore.), but about focusing on the strengthening the link between assessment for learning and changing how teachers work with students. A central element of a balanced framework for an assessment system includes ongoing formative assessment that is developed by teachers to measure students' progress while instruction is taking place.

Dr. Kahl shared an approach that balances different types of assessment as part of comprehensive system that includes classroom formative assessment, classroom summative assessment, interim and benchmark summative tests, and statewide high stakes accountability tests. There are distinct purposes for each of these types of assessments, and it will be important to clarify their purposes as part of the Study Group report.

Formative assessment refers to a number of assessment activities that teachers and students engage in on a day-to-day basis to gauge students' understanding of content along with performance skills in demonstrating understanding. It may include any number of instructionally embedded activities such as observations, homework, student writing, quizzes, or project-based work. It should be developed locally by teachers to diagnose gaps in student learning and inform instructional decisions.

Summative assessments measure the extent of student learning (content and/or skills) and may include proximal measures of classroom learning such as end-of-course or semester tests that tend to contribute to students grades. State assessments are summative measures, including interim or benchmark assessments that are designed to provide broad domain or sub-domain coverage of content covered in state assessments.

State assessment tests are summative and cover a broad range of content aligned to standards. They are not diagnostic in design and provide limited information to guide individual student learning. They are designed to assess instructional programs and benefit decision-making at the programmatic and policy level. While these test types may provide early warning to identify students at risk for passing high-stakes measures, further diagnosis and examination would be needed to pinpoint students' specific areas of weakness. Summative measures offer answers to questions including how are we doing as a system, as a program, as a school, but they largely do a better job of raising questions rather than answering questions about why students are not performing at expected levels (See "Formative Assessments, Summative Assessments, and District Assessment Systems" and "The Assessment of 21st Century Skills: Something Old, Something New, Something Borrowed.")

Study Group Questions:

At the close the first session, the Study Group participants formulated questions and identified critical issues to guide future sessions and report recommendations:

1. What is a comprehensive framework for formative assessment to support 21st century learners? What is the state role? Does the state set the goals of the framework? What are the pieces? Who is responsible?
2. What kinds of assessment are needed to support 21st century learning?
3. What impact would a new framework and new kinds of assessment have on the other elements of the education system? (e.g. instruction, teacher training, student learning—as measured by research and development)
4. Not creating a dichotomy between content and skills.
5. Teaching to enhance instructional practice and assessment for high stakes testing.
6. Define for stakeholders how/what impact high stakes testing has on educational practices. Define purposes of test types.
7. Teacher preparation/training including a component on data and statistical analysis to promote assessment literacy to reduce gaps and improve student learning.
8. How can states evaluate current instructional practices and assessments to make them more compatible? Scalability?

9. What is the next generation of state assessments in order to support and measure 21st century learning?
10. How can state BOE create policy that impacts teacher preparation to ensure the ability of future teachers to create, use, and diagnose 21st century assessment and learning needs for students? (e.g. levers including accrediting teacher preparation programs, teacher certification tests, professional licensure.)
11. In new order of 21st century state assessments, how can you bring in societal and legislative buy-in to add value?
12. Technology integration? Computer adaptive testing?
13. ELL and other linguistic concerns.

Study Group Online Resources:

Podcasts of the first meeting speakers are available to NASBE members (sign in to access) at:
<http://www.nasbe.org/index.php/podcasts/910-podcast-study-groups>.

Presenter Power Points as well as readings from the January meeting folders and pre-meeting mailing are available at: <http://www.nasbe.org/index.php/sg-separator/sg-a211>.

Dear Assessment Study Group:

Thank you to those who were able to join us in January for a very productive first meeting. Attached, please find a summary of the introductory session. It includes our overall study group goals, reports out from states about their progress thus far, highlights from presentations, and critical questions to guide our future sessions and report recommendations.

Study Group resources are also available online through the NASBE website. Podcasts are accessible to NASBE members (sign in) at: <http://www.nasbe.org/index.php/podcasts/910-podcast-study-groups>. Presenter Power Points as well as readings from the January meeting folders and pre-meeting mailing are available at: <http://www.nasbe.org/index.php/sg-separator/sg-a211>. For those who will be unable to join us in person for future meetings, we hope online resources including podcasts will foster your continued engagement with the Study Group.

The March meeting is fast approaching and we have an exciting lineup of speakers (Dr. Doris Redfield, Dr. Dave Driscoll, Dr. Laura Hamilton, and Dr. Stacy Scott) who are eager to involve you in their talks and help us move forward with assessment. As reflected in the attached agenda, our next meeting will begin following the NASBE Legislative Conference on Friday, March 13 at 1:30p.m. and will conclude on Saturday, March 14 at 1:00p.m. For your convenience, please find the Legislative Conference Registration Form attached too. The L'Enfant Plaza Hotel cutoff date for group reservations is February 20, so reserve soon if you have not done so already.

Please be in touch if you have any questions or concerns at any time.

Best regards,

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Assessments for the 21st Century Learner

Agenda

March 13-14, 2009

L'Enfant Plaza Hotel, Washington, DC

Study Group Objectives:

To examine and make recommendations on:

- How assessment can promote standards for 21st century learning and measure students' progress in meeting those standards;
- Multiple purposes for testing and the implications for standards-based reform;
- How assessment systems can leverage ongoing improvements in teaching and learning;
- Technology applications in assessments;
- Professional preparation and training needed to use assessments to support high-quality teaching; and
- School-wide data tracking and decision making to ensure quality teaching and student learning.

Objectives for March Meeting:

- Examine linkages between assessment, effective teaching, and student learning through the use of formative assessment and response to intervention models;
- Consider proposed design elements for the National Assessment for Education Progress (NAEP) and implications for state assessment and accountability systems;
- Review standards-based reform and the policies and practices that drive large-scale measurement of academic outcomes; and
- Discuss implementation of state assessment and accountability systems at the district level and considerations for improving assessment systems.

Friday, March 13, 2009

1:30 – 1:45 p.m.

Welcome and Introductions

Mr. Kerry Winterer, Study Group Chair, Nebraska State Board of Education

1:45 – 3:00 p.m.

Assessment for Learning: Improving Instructional Quality and Impact on Student Learning

Dr. Doris Redfield, President and CEO, Edvantia, Inc.

3:00 – 3:15 p.m.

Break

- 3:15 – 4:15 p.m. **Standards and Design of the National Assessment of Education Progress: What's Next?**
Dr. David Driscoll, Former Massachusetts Education
Commissioner, National Assessment Governing Board
- 4:15 – 4:30 p.m. Wrap Up
- 4:30 p.m. Adjourn

Saturday, March 14, 2009

- 8:00 – 9:00 a.m. Continental Breakfast and Area Meetings
- 9:00 – 9:15 a.m. **Brief Recap**
- 9:15 – 10:30 a.m. **Rethinking Standards-Based Reform and Accountability Metrics**
Dr. Laura Hamilton, Senior Behavioral Scientist, RAND
Corporation
- 10:30 – 10:45 a.m. *Break*
- 10:45 – 12:00 p.m. **The District Lens on Assessment and Accountability**
Dr. Stacy Scott, Associate Superintendent, The Office of Shared
Accountability, Montgomery County Public Schools
- 12:00 – 1:00 p.m. **Working Lunch**
- 1:00 p.m. Adjourn

EXECUTIVE SUMMARY

DATE: MARCH 2009

PRESENTATION: Assessment Update

PRESENTER: Judy Snow
State Assessment Director
Office of Public Instruction

OVERVIEW: Reports
1. Assessment Conference
2. Formative Assessment Project Update
 a. PowerPoint presented to the Appropriations Subcommittee on
 Education, February 2009
 b. Tentative timeline

REQUESTED DECISION(S): Information

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None



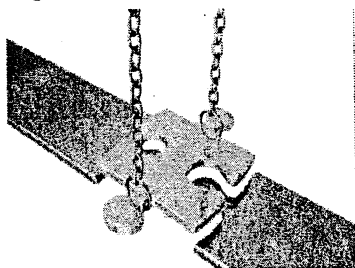
Montana Comprehensive Assessment System (MontCAS)

Presentation to Appropriations
Subcommittee on Education
February 2009

MontCAS Background

- 2001 - 2007
 - Iowa Tests (ITBS and ITED)
 - Norm Referenced Test (NRT)
 - Grades 4, 8, and 11
 - Language Arts, Reading, Math, Social Studies, Science
 - Summative
 - Required by the Board of Public Education
- 2004 - present +
 - Criterion-Referenced Test (CRT)
 - Grades 3-8 and 10
 - Reading, Math, Science
 - Summative
 - Required by No Child Left Behind

A Balanced Assessment System for Closing the Achievement Gap





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Denise Juneau Superintendent opi.mt.gov

Summative Assessment

After Instruction

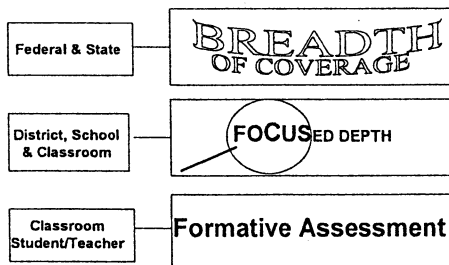
- Examples: unit, semester, statewide tests
- High stakes
 - Grades
 - Program placement
 - Reporting
 - AYP (Adequate Yearly Progress)

Formative Assessment

Classroom based

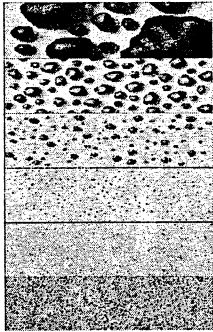
- Used by teachers and students
- Takes place during instruction
- Formal and informal
- Not high stakes
 - Not for program evaluation
 - Not for grading or evaluation of students

Balanced State Assessment System





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Different levels of
granularity for
different purposes

Formative
Assessment

Research finds formative assessment
"does improve learning."

Based on 250 empirical studies of classroom
assessment drawn from more than 680
published investigations, Paul Black and Dylan
Wiliam concluded:

- "The research reported here shows conclusively
that formative assessment does improve
learning." (*Assessment in Education*, 1998)
- The student gains in learning triggered by
formative assessment were "amongst the largest
ever reported for educational interventions."

Focus of State Assessment
Conferences

2007

- Balanced Assessment System

2008 and 2009

- Formative Assessment



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Montana educators say formative assessment is the next step.

- Focus groups in spring and summer 2008
 - Determined themes for statewide assessment survey
 - Approximately 300 educators participated
- Statewide survey in fall 2008
 - 1,575 respondents
 - Representing 52 counties across the state

Focus Group and Survey Results

- Practices and knowledge vary across the state.
- Educators want and need support of formative assessment activities especially:
 - Professional development
 - Learning communities
 - Resources

Formative Assessment

Takes place continuously during the course of instruction to shape and refine ongoing teaching and learning.

(Assessment Reform Group, 2002; Bell & Cowie, 2001; Black et al., 2003; Black & William, 1998; OECD, 2005; Sadler, 1989; Shepard, 2000)



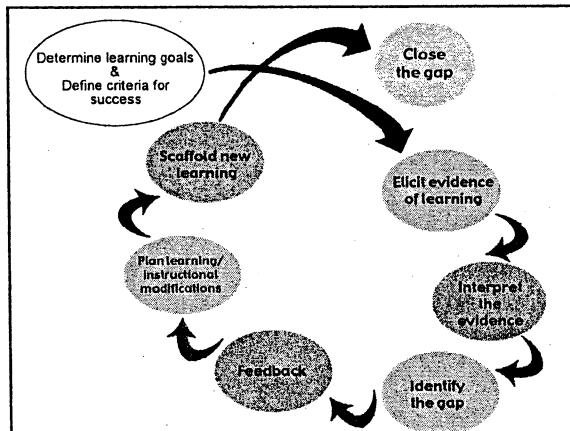
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It's not about giving tests; it's about evidence-based instruction.

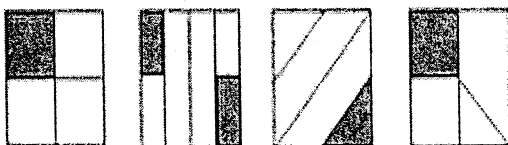
- Establishing clear learning goal(s) and criteria for success
- Eliciting evidence about student learning
- Providing feedback to teachers and students about learning
- Using feedback to adjust instruction and learning tactics in real time
- Involving students actively in their learning

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In which of the following diagrams is one quarter of the area shaded?



A B C D

(William, 2006)

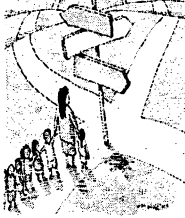
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Adjusting Teaching and Learning



- What does my evidence tell me about my students' current learning status?
- Is there a gap between my students' current learning status and the desired goal? What is it? Do I need more evidence?
- Are my students on track to meeting the success criteria/have they met the success criteria?
- Are my students using feedback to adjust their learning?

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How does formative assessment help students learn?

- Gives students needed information
 - On the precise points they need to improve
- Keeps students on task
- Involves students in their own learning
- Yields significant learning gains when done well

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How does formative assessment motivate students?

- Can foster
 - student self-regulation
 - student self-efficacy
 - student feelings of control over their own learning
- Can help struggling or reluctant students

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How can we support Montana teachers to move learning forward?

- Ongoing professional development accessible to every teacher
- Ongoing learning communities available to every teacher even those in the most remote regions of the state
- Ongoing expert support and consultation when needed
- Resources

"I believe it can transform classroom culture and make a good teacher even better."

Superintendent Denise Juneau, *Great Falls Tribune*, January 31, 2009.

Montana
Legislative
Branch

Montana Legislature

Update Preference List

Log Off Pref Acct



Preference List Name: BPE March Meeting Bills

[Display Status](#)

Update

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NOTE: Use the Update button to update the Preference List name. Use the Delete button to delete the entire Preference List.

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Advanced Preference List Maintenance

Add Single Bill

or LC#:

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NOTE: E-mail notifications of scheduled hearings, hearing cancellations and/or changes will only occur for future dates.

Update E-mail Address

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NEW Default 'Notify of Hearing' flag as bills are added to this list to: **No** ([What's this?](#))

Bills Currently in 'BPE March Meeting Bills' List

LC Number	Bill Type-Number	Short Title	Delete Entry	Notify of Hearing
LC0454	HB 15	Fund K-12 education	Delete	No
LC0377	HB 169	Clarify state payment of tuition for homeless students	Delete	No
LC1651	HB 355	Fund math and science academy at Montana Tech	Delete	No
LC1361	HB 456	Require seat belts on new school buses	Delete	No
LC0788	HB 459	Create and fund K-12 distance learning network	Delete	No
LC0530	HJ 6	Urge development of K-12 education shared policy goals	Delete	No
LC2045	HR 2	Antibullying in schools resolution	Delete	No
LC0068	SB 67	Require funding before school rules with fiscal impact implemented	Delete	No

LC0531	SB 69	Increase the quality educator payment	Delete	No
LC0532	SB 70	Apply inflationary adjustments to K-12 BASE aid and general fund components	Delete	No
LC1090	SB 80	Elect Board of Regents	Delete	No
LC1091	SB 81	Elect Board of Public Education	Delete	No
LC0608	SB 173	Clarify ability of school districts to share superintendents and principals	Delete	No
LC0439	SJ 4	Study option for improving administrative efficiencies in school system	Delete	No
LC0529	SJ 8	Urge development of K-20 education shared policy goals	Delete	No
LC0154	SJ 12	Approve Bitterroot valley community college	Delete	No
LC2305	SR 4	Confirm appointee to Board of Regents	Delete	No
LC2301	SR 5	Confirm appointee to Board of Public Education	Delete	No
LC2304	SR 6	Confirm appointee to Board of Regents	Delete	No

02/19/2009 11:58 AM Mountain Time

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EXECUTIVE SUMMARY

DATE: MARCH 2009

PRESENTATION: No Child Left Behind Act

PRESENTER: Nancy Coopersmith
Assistant Superintendent
Office of Public Instruction

OVERVIEW: The report will include information on the status of Montana teachers meeting the "Highly Qualitified" federal requirements. If available by the date of the Montana Board of Public Education meeting, information will be included regarding the budget request of President Barack Obama for the 2010-2011 school year. An overview of NCLB/ESEA Title I recently adopted regulations will be presented.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None. This is an informational report.

Highlights of final Title I regulations

Former Education Secretary Margaret Spellings announced Oct. 28, 2008, final [Title I regulations](#) under [NCLB](#).

Despite receiving more than 400 comments for and against proposals from various education stakeholders, the final Title I regulations have changed little from the version Spellings first proposed in April. The [Education Department](#) will allow states to propose to report separately the number of students who graduate in four or more years. Likewise, ED will allow districts to offer two tutoring enrollment periods per year rather than open year-round enrollment, but each must still document all parent outreach in order to spend unused SES set-aside funds.

The chart below offers highlights of the final Title I regulations, which were published in the Oct. 29, 2008, edition of the [Federal Register](#) and took effect Nov. 28, 2008.

Element	Former requirements	New requirements
Student subgroups (N-sizes)	The statute required states to develop statistically reliable minimum student subgroup sizes.	34 CFR 200.7 (a)(2) requires states to review, revise and justify adequate yearly progress calculation method and minimum student group (N) sizes in their accountability workbooks. Districts must report the achievement of their subgroups and the disaggregated number of students not included in accountability decisions because their subgroup was too small. This must be completed and approved by ED in time for AYP determinations based on 2009-10 test results.

See related Smart Starts:

- [Accountability: Disaggregation -- Tracking Results by Groups](#)
- [Report Cards: Required Data for States](#)

National Assessment of Educational Progress reporting	Section 111(c)(2) required states -- and districts, if selected -- to participate in and report results of NAEP reading and math in fourth and eighth grades.
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Annual report cards must include the following NAEP data for, at a minimum, reading and math:

- **State level:** Participation rates for students with disabilities and LEP students; percentage of students at each achievement level reported on NAEP, both in the aggregate and disaggregated by each student group (economically disadvantaged, major racial/ethnic groups, LEP students and students with disabilities).
- **District level:** Participation rates for students with disabilities and LEP; aggregate percentage of students at each NAEP achievement level.

See related Smart Starts:

- [Accountability: National Assessment of Educational Progress](#)
- [Report Cards: General Requirements for States and Districts](#)
- [Accountability: Requirements for State Assessment Systems](#)
- [Report Cards: District Data](#)
- [Report Cards: Required Data for States](#)

Other Academic Indicators:	The statute required states to use graduation rates as the other academic indicator	34 CFR 200.19 (a)(1) requires districts to calculate a graduation rate by dividing the number of students who graduate with a regular diploma in the standard number of years by the students
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Graduation rate calculations

for determining AYP for high schools. It is defined as the percentage of students measured from the beginning of high school who graduate with a regular diploma or another state measurement.

in the class's "adjusted cohort" -- the group of students who entered ninth grade four years earlier, plus any students who transferred into that class from grades 9-12, minus those removed.

See related Smart Starts:

- AYP: Essential Elements
- AYP: Other Academic Indicators

Types of graduation rates allowed:

- **Four-year graduation rate:** Must include only students who graduate with a regular high school diploma at or before the end of the summer session following the fourth year of high school.
- **Extended-year adjusted cohort graduation rate:** States may propose separate calculations of students who graduate with a regular diploma in four or more years, divided by the number of students who form the four-year cohort, adjusted for students transferring into the cohort minus those who emigrate, die or transfer out.
- States and districts must report four-year and extended graduation rates separately.

To remove a student, a district must confirm in writing that the student died, immigrated to another country, or enrolled in another education program resulting in a regular high diploma. A student retained in the grade, enrolled in a non-regular degree program, or who leaves school for another reason would still count in the cohort.

For AYP purposes:

- The state must set a single graduation rate goal and annual targets showing "continuous and substantial improvement" that all high schools are expected to meet; schools must be held accountable for meeting these targets by 2009-10.
- States already report disaggregated graduation data as part of their state report cards. By the 2010-11 school year, they must use the new graduation formula to create this data. By the 2011-12 school year, the disaggregated data will be used for determining whether a school has made AYP.
- States and districts must report four-year and extended graduation rates separately.

See related Smart Starts:

- Report Cards: Required Data for States

Other Academic Indicators: General

Section 111(b)(2)(C)(vi) required states to include in AYP other academic indicators, which must be the graduation rate for high school and at least one

A state's other academic indicator must:

- Be valid and reliable.
- Be consistent with relevant, nationally recognized professional and technical standards.

decided by the state for elementary and middle schools; these can include other state or local assessments, percentage of students completing advanced courses or retention.

- Be consistent throughout the state for each grade span.
- Not be used to change or reduce the number of schools that otherwise would be subject to improvement, corrective action or restructuring.

See related Smart Starts:

o AYP: Other Academic Indicators

Assessment measures

Section 1111(b)(3)(C)(vi) required state assessments to include "multiple up-to-date measures that assess higher-order thinking skills and understanding."

States may assess academic content knowledge by:

- A single test using multiple question formats of different levels of cognitive complexity.
- Multiple assessments within a subject area.

States may include in AYP calculations other measures of student achievement, including local assessments, performance assessments and curriculum-embedded assessments, which have been submitted for federal peer review and approved by ED. If a state uses local assessments, it must establish technical criteria to ensure each test is valid, reliable and equivalent to each other in content, difficulty and quality.

See related Smart Starts:

- Accountability: Requirements for State Assessment Systems

Identification for improvement

Section 1116(b)(1) required districts to identify for improvement any Title I school that fails to meet AYP for two consecutive years.

States may identify districts for improvement, and districts identify schools for improvement, based on not making AYP for two years in the same subject. However, identification may not be limited to schools or districts in which the same student group missed AYP two years in the same subject.

See related Smart Starts:

- Accountability: Basic Principles
- Accountability: Overview of AYP
- AYP: Consequences to Failure to Make AYP: Title I Schools

School restructuring

The statute required schools identified for restructuring to choose one of five options, including offering an "other" proposal, which the school will implement until it meets AYP two consecutive years.

34 CFR 200.43 requires a school identified for restructuring to produce a restructuring plan that addresses the reasons it was identified and that is "significantly more rigorous" than the school's corrective action plan, unless the school begins restructuring activities earlier in the improvement timeline. While a restructuring plan that removes a majority of school staff may also remove a principal, simply removing a principal is not sufficient to count as restructuring.

See related Smart Starts:

- Accountability: Basic Principles
- Accountability: Overview of AYP
- AYP: Consequences to Failure to Make AYP: Title I Schools

- AYP: Disaggregation and AYP
- Charter Schools: Corrective Action and Restructuring
- Restructuring: Alternative Governance Options
- Restructuring: Collective Bargaining Agreements
- Restructuring: Notice to Teachers and Parents
- Restructuring: Overview
- Restructuring: What Happens After Restructuring
- Restructuring: Year Two

SES-Choice Web reporting The statute required districts to notify parents about schools identified for improvement.

34 CFR 200.39 requires districts to publicly report on their Web sites:

- The number of students eligible for and participating in SES-Choice.
- A list of SES state-approved providers and their service locations, updated on a regular basis.
- Schools available for choice transfer.

A district may include this information in languages other than English. If the district does not have a Web site, this information may be hosted on the state's Web site.

See related Smart Starts:

- Charter Schools: Public School Choice
- Charter Schools: SES
- Public School Choice: Notice to Parents
- Public School Choice & SES: Reaching Out to Parents
- Restructuring: Notice to Teachers and Parents
- SES: Annual Notice and Publicizing Services

Funding for SES parent outreach The statute allowed districts to use Title I funds to administer and implement parent outreach for SES-Choice, but this could be counted toward the 20 percent Title I set-aside for these programs.

34 CFR 200.48 allows a district to count costs for providing outreach and assistance to parents on SES-Choice toward meeting its 20 percent Title I obligation. This is capped at 0.2 percent of the district's Title I, Part A, subpart 2 allocation.

See related Smart Starts:

- Charter Schools: SES
 - Public School Choice & SES: Reaching Out to Parents
 - SES: Annual Notice and Publicizing Services
 - SES: Funding

State approval of SES providers The statute required the state to develop objective criteria to approve and withdraw approval of SES providers based on effectiveness.

34 CFR 200.47 requires states to consider at a minimum that SES services are aligned with content standards and achievement goals and are research-based. States must also consider:

- Parent surveys on success of program when available.
- Whether the provider has been removed from any state's provider list.
- The results of any evaluation of the provider's effectiveness.

It may request evidence that a provider is fiscally sound. A state must also list on its Web site which providers are approved to serve LEP students and those with disabilities.

See related Smart Starts:

- Charter Schools: SES
- SES: District Agreements with Providers
- SES: Overview and District Responsibilities
- SES: Special Student Populations
- SES: State Obligations

State SES monitoring

The statute required the state to develop objective criteria to approve and withdraw approval of SES providers based on effectiveness.

34 CFR 200.47 requires states to develop, implement and publicly report standards and techniques for monitoring SES. This monitoring must ensure the SES provider's services are:

- Consistent with the instruction and content used by the state and district.
- Addressing students' needs as listed in their SES plans.
- Aligned with state academic content and student achievement standards.

In addition, states must calculate the 20 percent set-aside from the Title I, Part A allocation of each district in improvement required to be spent on SES and choice-related transportation.

See related Smart Starts:

- Charter Schools: SES
- SES: State Obligations
- SES: Funding

Timeline for Choice

Section 200.37(b)(4) required districts to provide notice to parents of their public school choice options. Section 200.44 required a district to offer parents in schools identified for improvement the option to transfer before the first day of the next school year.

34 CFR 200.37 (b)(4) requires districts to notify parents of their school's improvement status and their children's eligibility for school transfers no later than 14 days before the start of school, as defined by the state or district. This may mean the calendar date varies for a year-round school compared to a standard-year school. This requirement applies to districts participating in the SES pilot program.

See related Smart Starts:

- Accountability: Corrective Action for Schools
- Accountability: Corrective Action Notice for Schools
- Charter Schools: Corrective Action and Restructuring
- Charter Schools: Public School Choice
- Public School Choice: Notice to Parents
- Public School Choice: Overview
- Public School Choice & SES: Reaching Out to Parents

34 CFR 200.44 allows a district to enter into interdistrict transfer agreements or provide SES early if it cannot offer transfer options because:

- The district has only one school per grade level.

- The distance between schools is too great.
- All district schools are in improvement.

See related Smart Starts:

- [Public School Choice: Overview](#)
- [Public School Choice & SES: Reaching Out to Parents](#)

SES provider notice	The statute required districts to provide notice to parents of their SES tutoring options.	34 CFR 200.37 (b)(5) requires districts to provide annual notice of SES availability that includes state-approved providers, brief descriptions of them, their qualifications and demonstrated effectiveness. The descriptions must specify which providers serve LEP students and those with disabilities. Notices to parents must be clear and distinguishable from other school information sent home.
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See related Smart Starts:

- [Charter Schools: SES](#)
- [SES: Annual Notice and Publicizing Services](#)
- [SES: Overview and District Responsibilities](#)
- [SES: Special Student Populations](#)

Reallocating unused SES-Choice money from the 20 percent Title I set-aside	A district could redirect funds left from the 20 percent set-aside for Title I SES-Choice.	Each state must calculate and post on its Web site the minimum set-aside amount equal to 20 percent of Title I, Part A allocations that each district in improvement must spend on SES and choice-related transportation. Before reallocating unused choice and SES funds from Title I, the district would be required to demonstrate that it had:
----------------------------------------------------------------------------	--------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- Partnered with community organizations, faith-based or other groups to reach out to parents about the programs.
- Provided timely, accurate notice to parents about SES-Choice availability.
- Ensured sign-up forms were available to students and parents via paper, Internet and other media.
- Provided at least two tutoring enrollment periods throughout the year.
- Gave fair and open access to SES providers to use school facilities.

See related Smart Starts:

- [Charter Schools: SES](#)
 - [SES: Funding](#)

National Technical Advisory Council	NTAC was created this year and held its first meeting this year.	The regulations confirm the creation of the new NTAC with 10 to 20 members to research and consider national standards, assessments and accountability questions, such as appropriate assessments for LEP students or methods to calculate growth. NTAC will not conduct peer reviews.
-------------------------------------	------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Highly qualified teachers	NCLB Section 9101(23) and IDEA Section 602(10) set criteria to determine whether a teacher is highly qualified for a given subject, grade	Special education teachers qualified under IDEA may be counted as highly qualified under NCLB.
---------------------------	-------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------

See related Smart Starts:

level and student type.

- Students with Disabilities: Intersection of NCLB with the Individuals with Disabilities Education Improvement Act
- Highly Qualified: Definition for Teachers
- Highly Qualified: Special Education Teachers

**For more stories on this topic, see the Final Title I Regulations Roundup. To view the final regulations, click here.*

**For regulatory developments on NCLB, FERPA, IDEA and more, see the Rules for Schools Roundup.*

--Sarah D. Sparks covers NCLB for LRP Publications.

Last updated: December 10, 2008

October 28, 2008

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EXECUTIVE SUMMARY
DATE: MARCH 2009

PRESENTATION:	School Health Update
PRESENTER:	Cathy Kendall Bob Vogel Steve Meloy
OVERVIEW:	The presentation will include information regarding scheduled contemporary health training of school office staff; an update of the Children's Environmental Health Network funded by Region 8 Federal EPA; and Health Enhancement Professional Development.
REQUESTED DECISION(S):	None
OUTLYING ISSUE(S)	The presentation is designed to update the Board of Public Education with current progress in the areas of training and initiatives pertaining to healthy schools.
RECOMMENDATION(S):	The presentation is informational. Nothing is being recommended to the BPE other than its continued support of the work of the Healthy Schools Network and its issues.

BPE PRESENTATION

EXECUTIVE SUMMARY

DATE: MARCH 2009

- PRESENTATION:** School Nutrition Programs Annual Report
- PRESENTER:** Christine Emerson
Director, School Nutrition Programs
Office of Public Instruction
- OVERVIEW:** The presentation will include information about the National School Lunch Program, School Breakfast Program, Afterschool Snack Program, Special Milk Program, USDA Donated Foods Program, Cooperative Purchase Program, and Team Nutrition Program for the 2007-08 school year.
- REQUESTED DECISION(S):** None
- OUTLYING ISSUE(S):** The presentation will be designed to show changes in program participation and funding over five school years. It will also cover nutrition education activities for schools, parents and the community to improve nutritional value and acceptability of school meals, and promote the health and education of children.
- RECOMMENDATION(S):** The presentation is informational. Nothing will be recommended to the BPE other than its continued support of the School Nutrition Programs to help children get the nutrition they need to learn, play and grow.

Montana

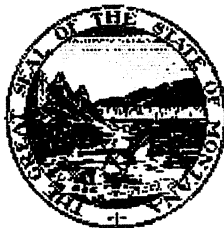
School Nutrition Programs

Office of Public Instruction

Division of Health Enhancement and Safety

2008 Annual Report

(July 1, 2007-June 30, 2008)



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March 2009

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School Nutrition Programs Staff

Office of Public Instruction



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School Nutrition Programs

The School Nutrition Programs (SNP) unit is administered by the Office of Public Instruction, Health Enhancement and Safety Division. The SNP services for schools include administration of the seven U.S. Department of Agriculture (USDA) programs and the Cooperative Purchase Program.

SNP reimburses schools for meals served to children; distributes donated (commodity) foods; provides training for school food service personnel, administrators and teachers; ensures schools are in compliance with federal regulations; and provides nutrition education for students to promote healthful habits.

In school year 2007-08, 276 Montana School Food Authorities participated in at least one of the following programs. Programs administered by Montana SNP include:

- ✓ National School Lunch Program (NSLP)
- ✓ School Breakfast Program (SBP)
- ✓ Afterschool Snack Program
- ✓ Special Milk Program
- ✓ Summer Food Service Program (SFSP)
- ✓ USDA Food Distribution Program (including the Department of Defense Fresh Fruit and Vegetable Program)
- ✓ Montana Team Nutrition Program
- ✓ Office of Public Instruction Cooperative Purchase Program

Sponsors choose which programs, if any, to participate in based on local needs. Public schools, private/nonpublic schools and nonprofit residential child care institutions with children high school age or under, camps, nonprofit private organizations and governmental agencies may participate in the programs.

Montana SNP Vision:

Our vision is school communities that provide children full access to healthful meals and snacks that nourish minds and bodies and school nutrition environments that encourage healthful lifestyles and are supported by community partnerships.

Montana SNP Mission:

To ensure that schools provide nutritious meals and promote healthy lifestyles through collaborative education and training, and administration of the USDA's School Nutrition Programs.



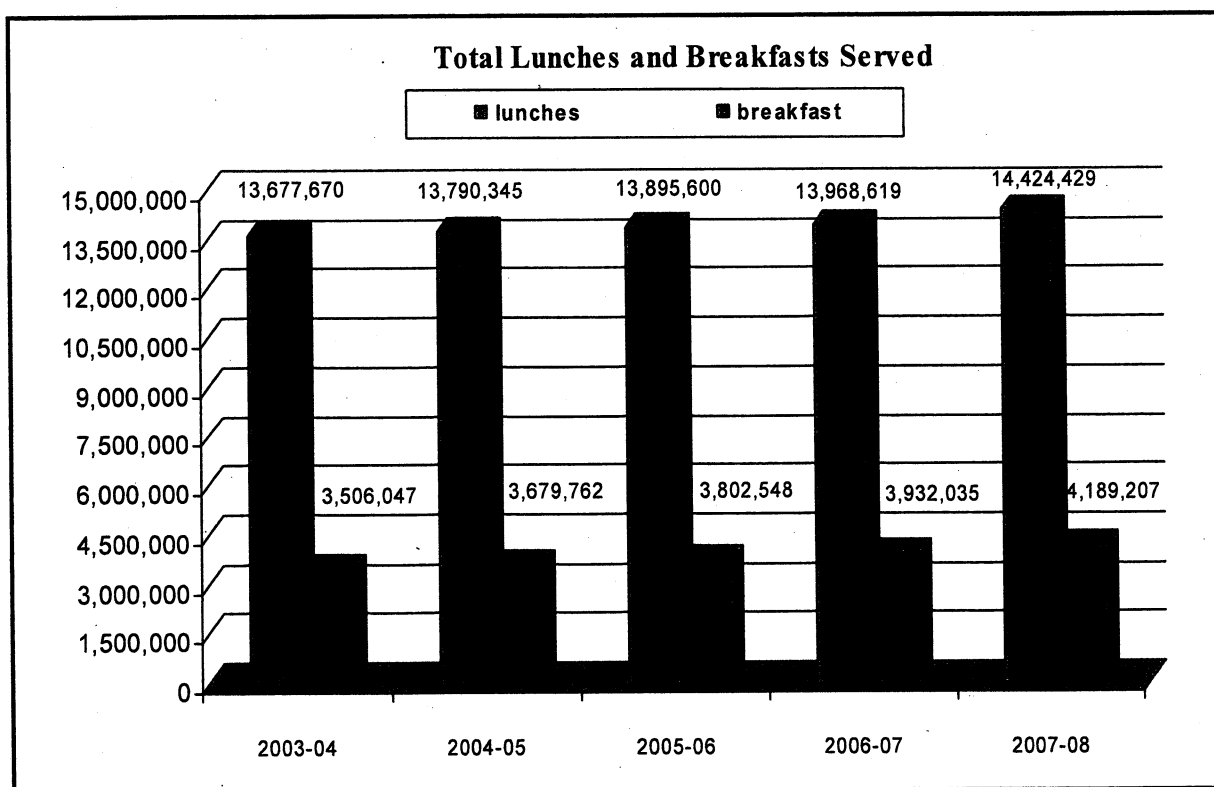
School Lunch and Breakfast Programs

The National School Lunch Program (NSLP) began in 1946 under the National School Lunch Act and is intended to help meet the nutrition needs of children from low-income households.

Lunches served to children under this program are required to meet one-third of the total Recommended Daily Allowance (RDA) for key nutrients (**minimum** requirements are set for calories, protein, calcium, Vitamin A, Vitamin C, and iron; **maximum** requirements are set for total fat and saturated fat).

The School Breakfast Program (SBP) began as a pilot project in 1966 and was made permanent in 1975. Breakfasts served under this program are designed to meet one-fourth of the RDA for the key nutrients.

Many school meals are served to children eligible for free or reduced-price meals. These children come from low-income families who are most at risk for hunger and food insecurity. *Combined, a school breakfast and lunch provide over half the nutrition that a child needs in a day.*



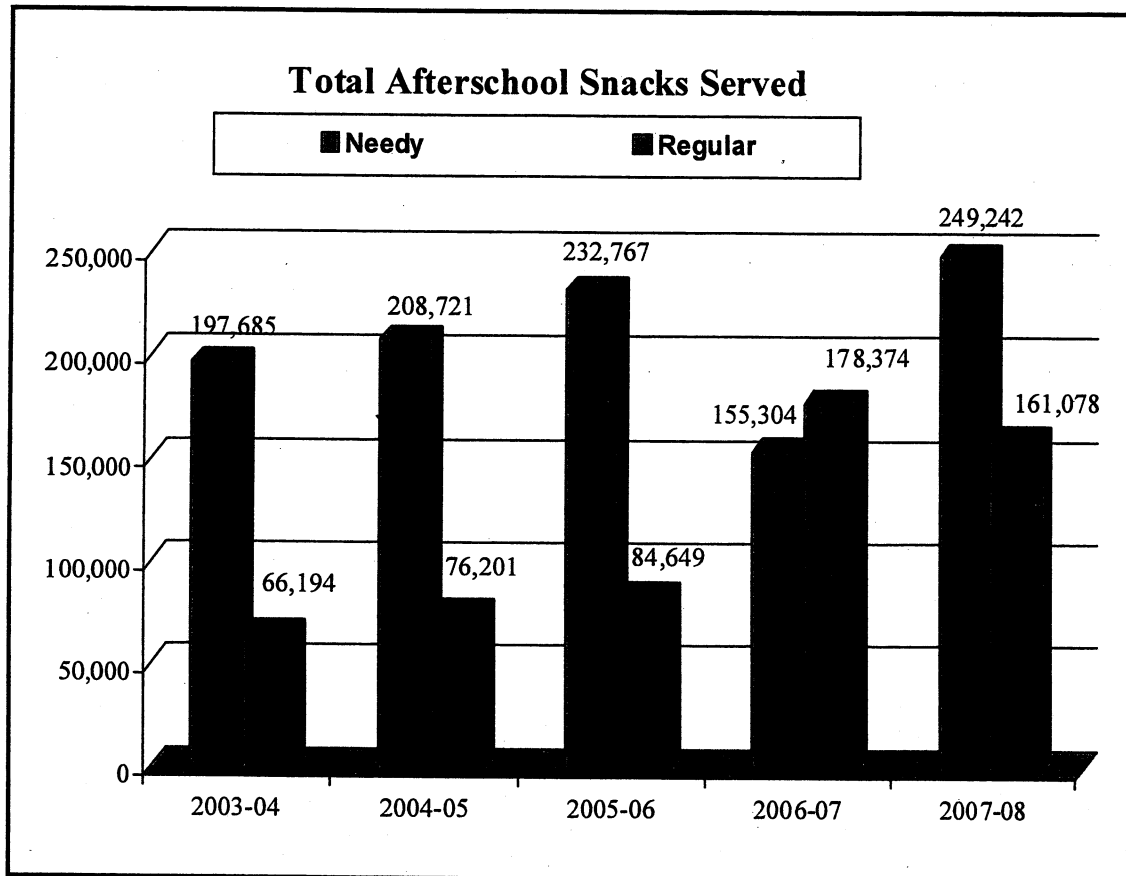
Over the past year:

- *There was an increase of 455,810 lunch meals served.*
- *There was an increase of 257,172 breakfast meals served.*



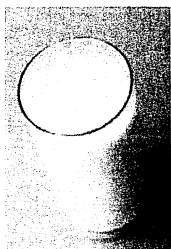
Afterschool Snack Program

Started in 1998, the Afterschool Snack Program offers children education and enrichment activities that are safe, fun and filled with learning opportunities. Schools in which 50% of the students qualify for free and reduced price lunches are considered area eligible and students qualify for needy (free) snacks.



Over the past year:

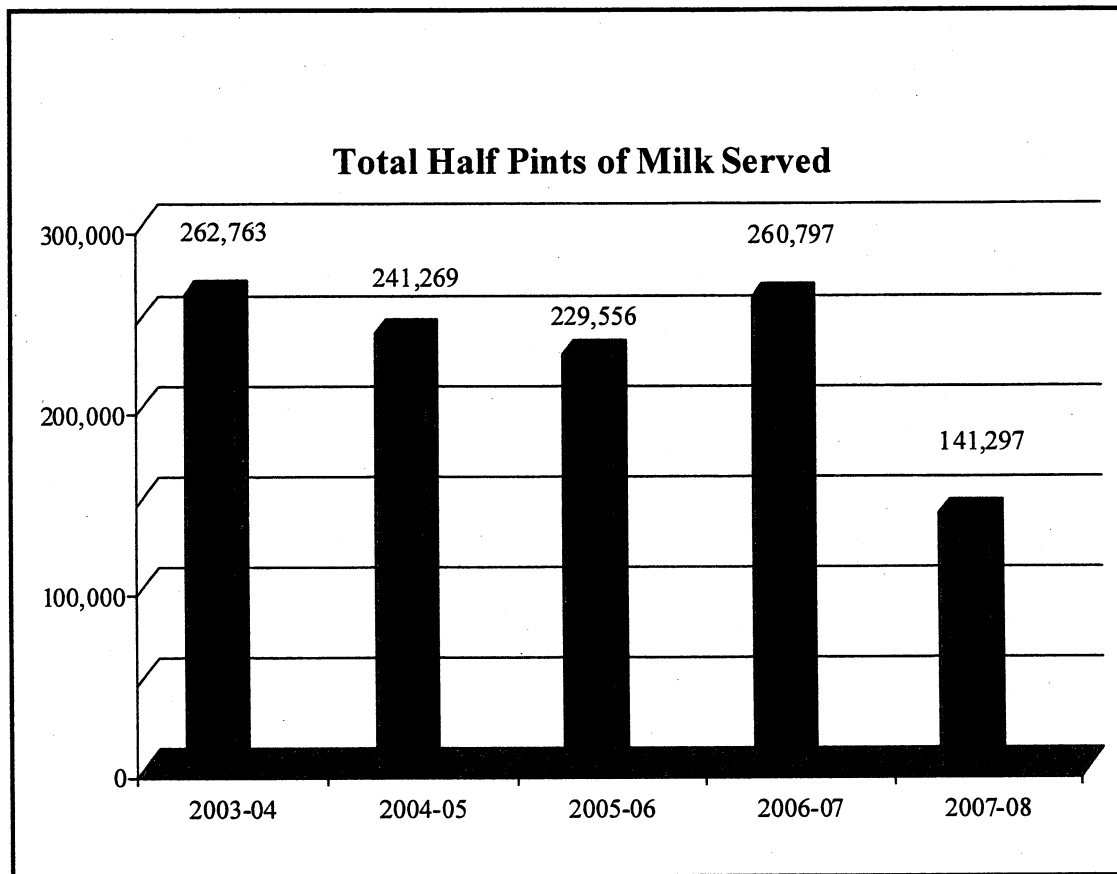
- *There was an increase of 76,642 snacks served.*



Special Milk Program

Schools that do not provide other school meal programs may participate in the Special Milk Program. This program was also for split-session pre-kindergarten and kindergarten students who did not have access to lunch and breakfast at school. But with schools implementing a full day kindergarten, these students now have access to the lunch, breakfast and snack programs.

Thus, we have had a decrease in the number of half-pints served.



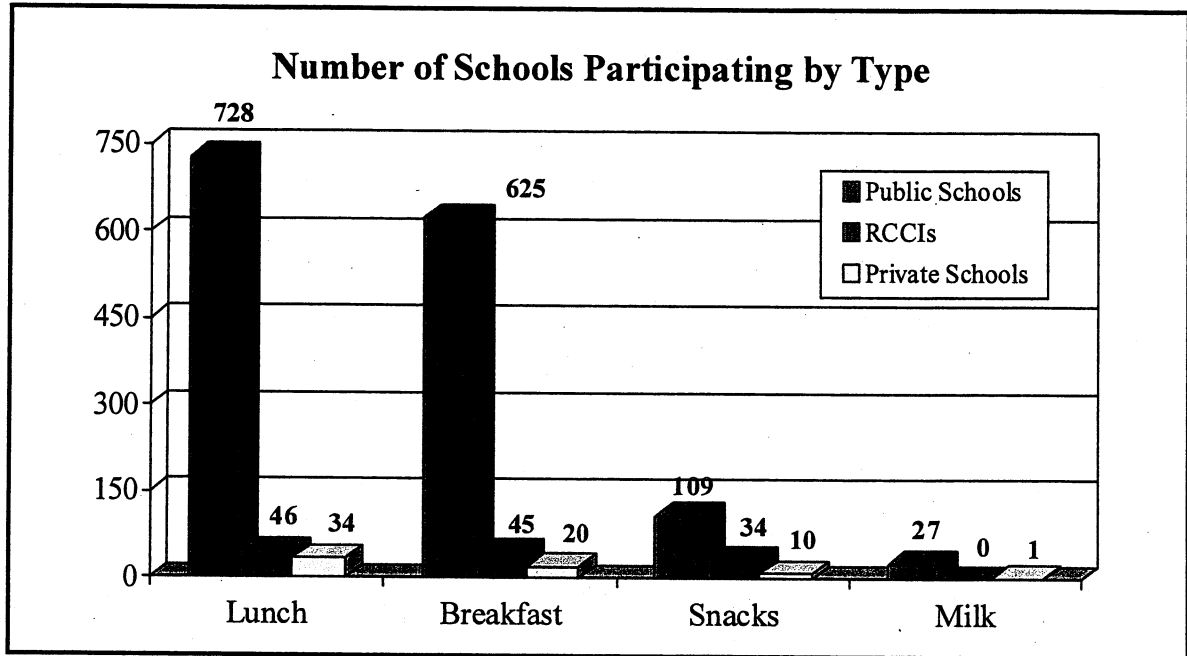
Over the past year:

- *There was a decrease of 119,500 half-pints of milk served*



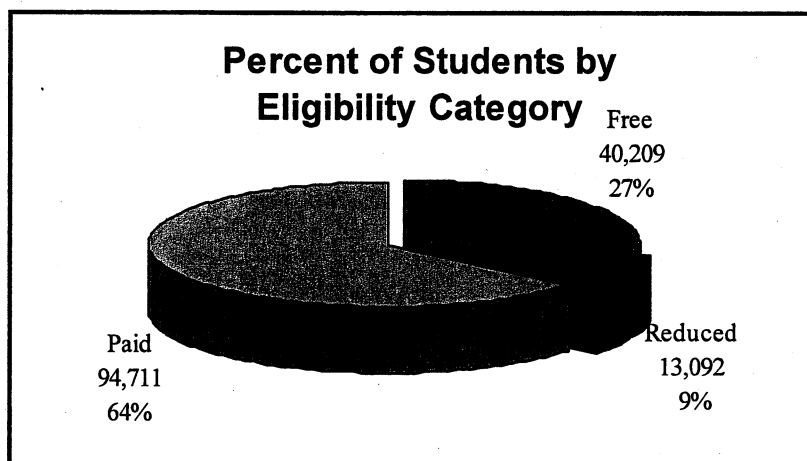
Types of Schools Participating

In Montana, public schools, public or nonprofit private Residential Child Care Institutions (RCCIs), and nonprofit private schools participate in the School Nutrition Programs. All of these organizations are collectively called "School Food Authorities" (SFAs) within the School Nutrition Programs. An RCCI can include correctional facilities or group homes for children with special needs. This chart details the types of schools (within the SFAs) that participate.

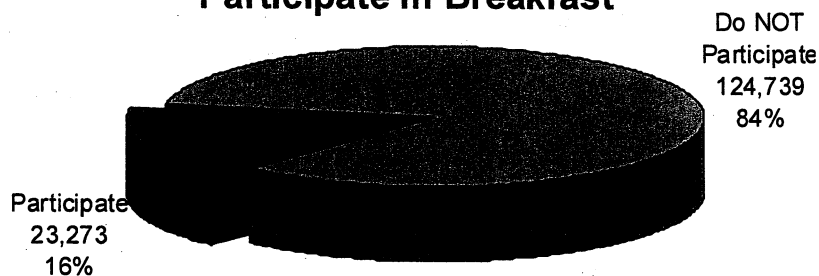


Participation in the Programs

In Montana, of the 148,012 students enrolled in schools participating in the School Nutrition Programs; 40,209 were eligible for free meals, 13,092 were eligible for reduced-price meals, and 94,711 were eligible for paid meals. In the 2007-08 school year, 80,126 of the total eligible students participated daily in the National School Lunch Program. During the same period, 23,273 of the total eligible students participated daily in the School Breakfast Program. This was an increase of 1,624 students eating breakfast each day.



Percent of Eligible Students that Participate in Breakfast



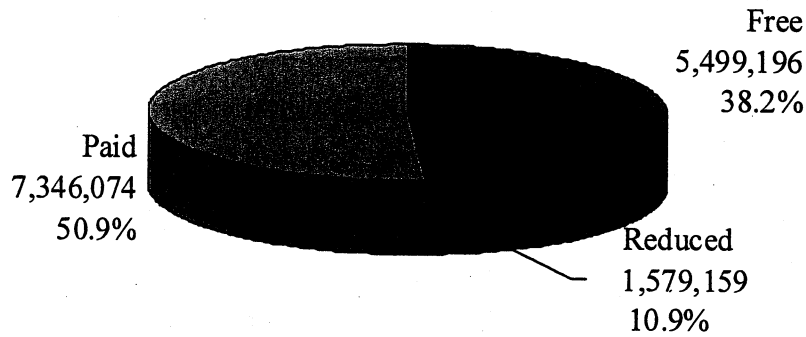
Percent of Eligible Students that Participate in Lunch



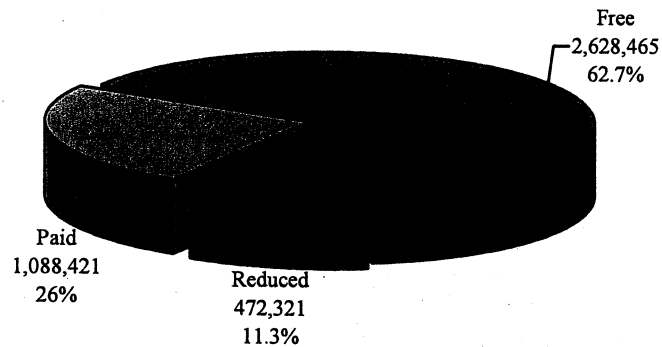
Eligibility of Students

Of those that participate in lunch and breakfast, participants are predominately eligible for free and reduced-price meals. During the 2008 school year, there was a total of 14,424,429 lunch meals served, 4,189,207 breakfast meals served, and 410,320 snacks served.

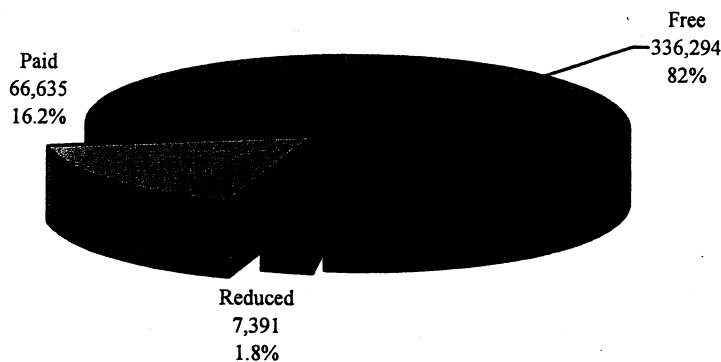
Student Lunches by Category



Student Breakfasts by Category



Student Snacks by Category





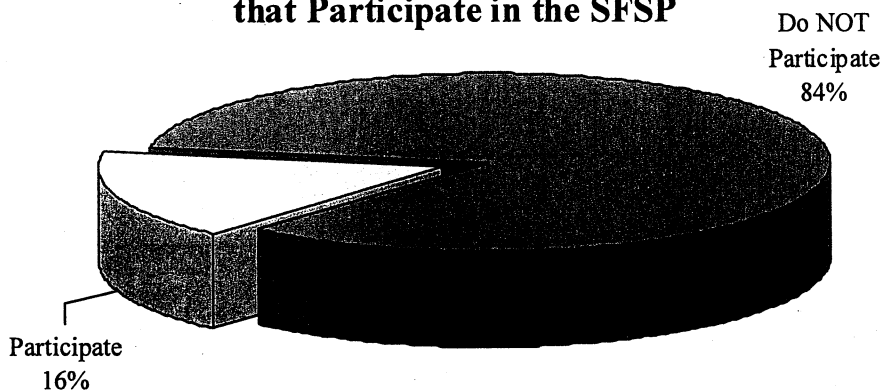
Summer Food Service Program

The Summer Food Service Program (SFSP) provides nutritious meals at no charge to children while school is not in session. This program was established to ensure that children in low-income areas could continue to receive nutritious meals in between school sessions.

Montana is dotted with small rural communities, making it difficult to reach children in need with the SFSP. In spite of this difficulty, however, there are sponsors and sites in low-income areas in each of the six large cities and on each of the seven American Indian reservations throughout the state.

Of the 53,301 children eligible for free and reduced-price meals during the school year, only 8,644, (16 percent) participated daily in the SFSP in 2008, an increase from 2007, where 5,787 children participated. In 2008, the number of lunches served increased from 207,802 to 227,971. Breakfasts, snacks and suppers showed a similar increase.

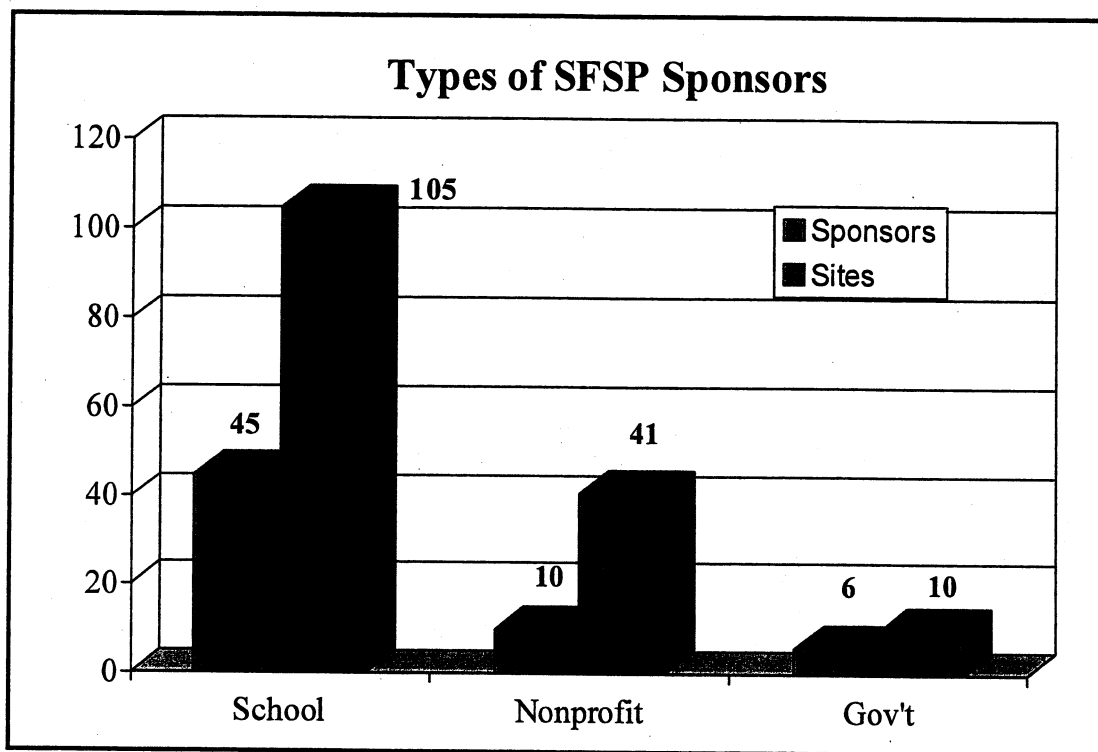
Percent of Eligible Students that Participate in the SFSP



Types of Summer Sponsors Participating

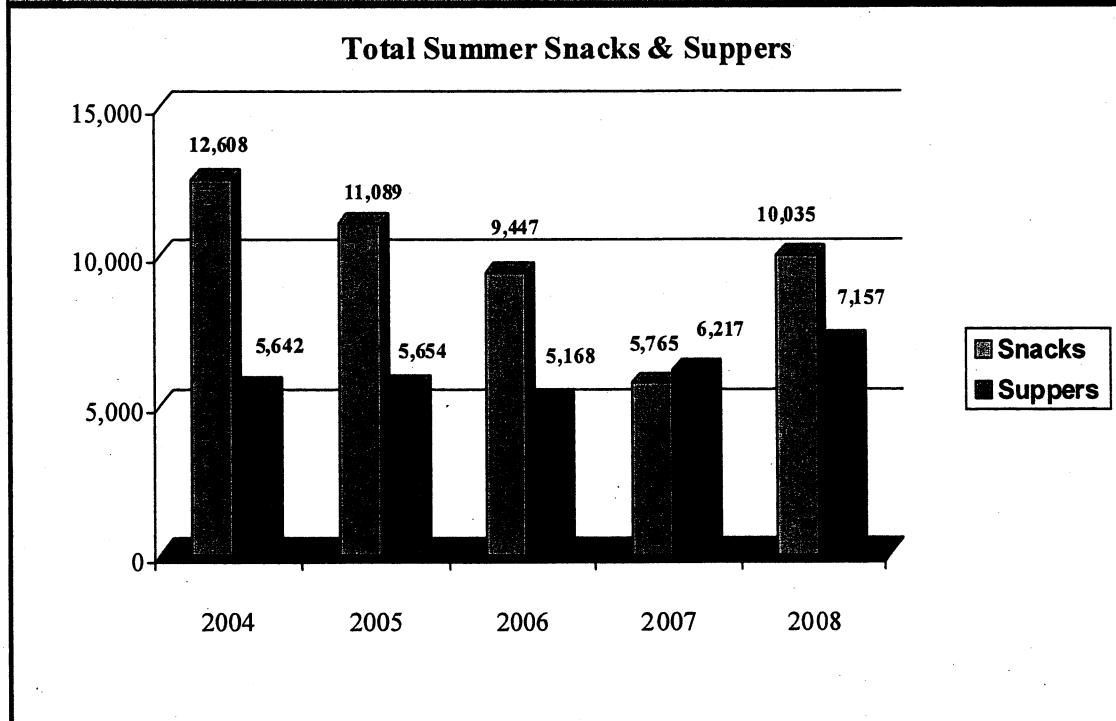
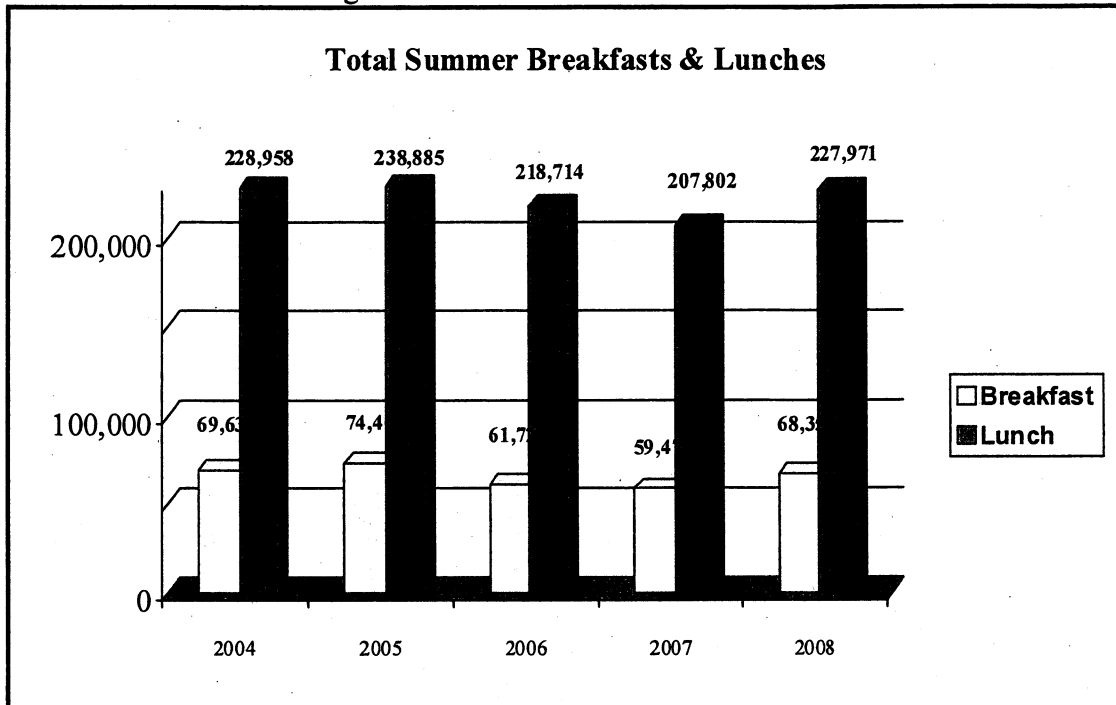


Sponsors for the SFSP include school districts, local government agencies, public or private non-profit organizations and camps. "Sponsors" are organizations that operate the SFSP, and "sites" are the total number of places that sponsors serve meals on a daily basis. A total of 61 sponsors provided meals at 156 sites in Montana during the summer of 2008. Sites operate in low-income areas where at least one half of the children come from families that qualify for free or reduced-price meals.



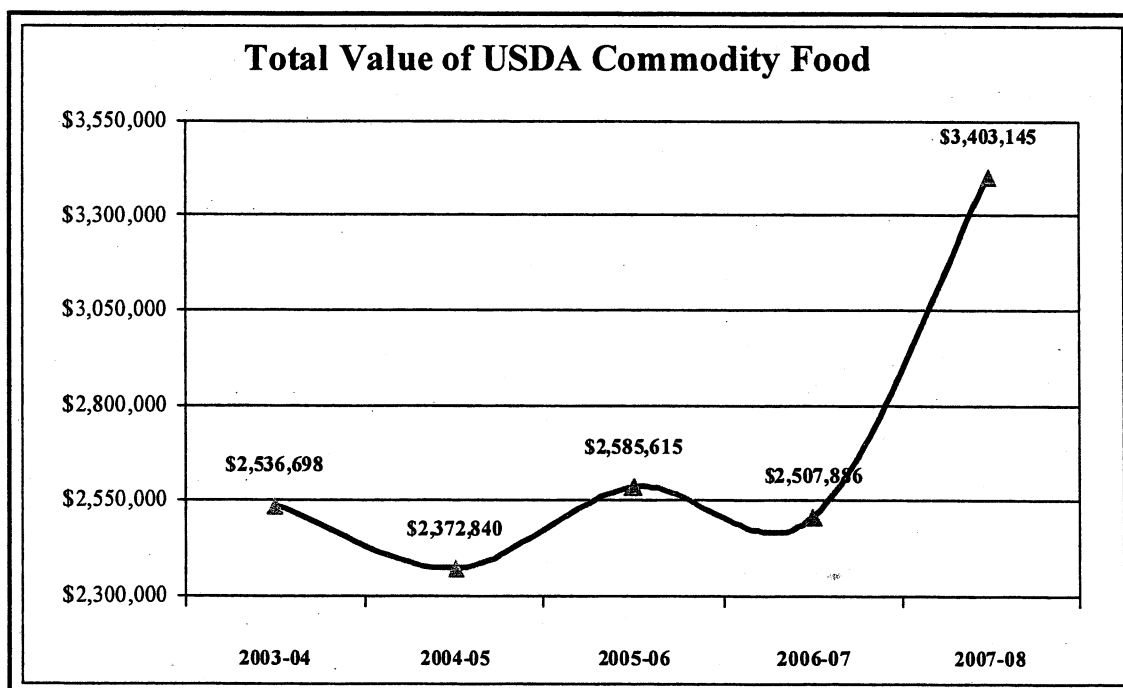
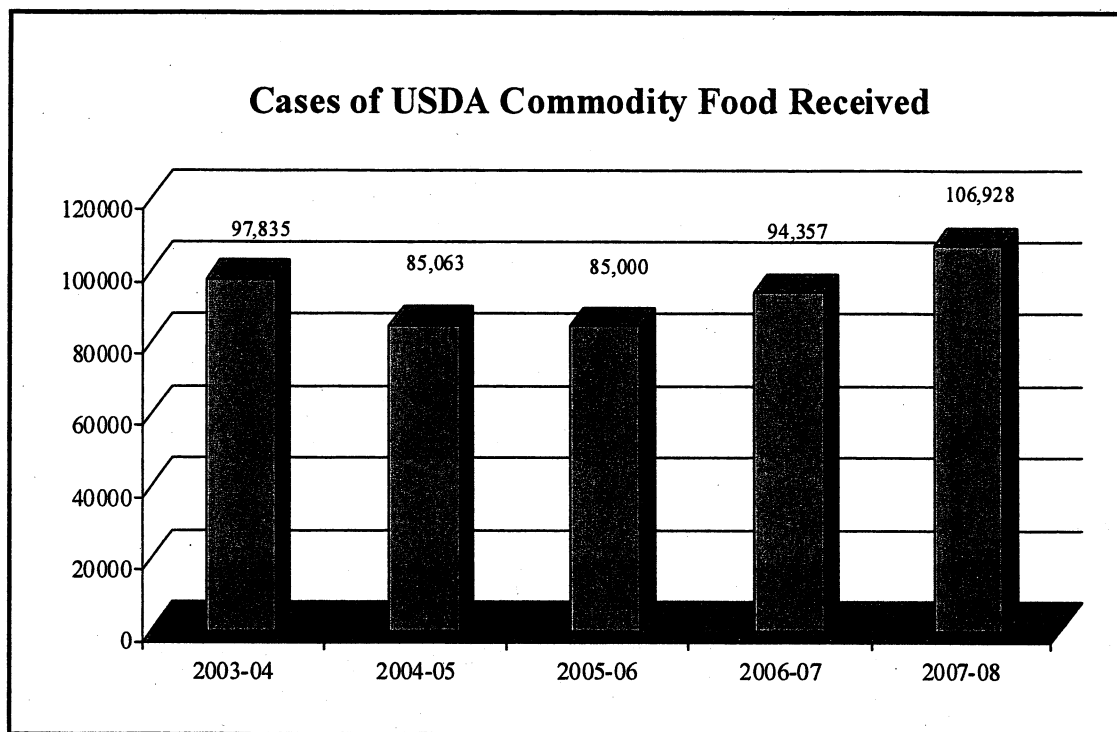
Number of Meals Served

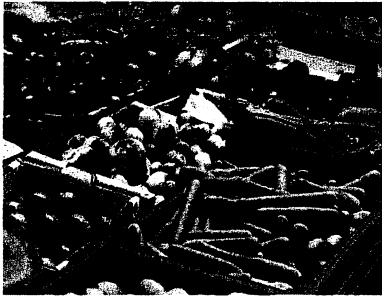
Summer Food Service Program



USDA Food Distribution Program

The Food Distribution (Commodity) Program delivers a variety of USDA commodity foods to School Food Authorities. During the 2007-08 school year, schools received an entitlement of 20.75 cents for each lunch served (during the previous school year) to spend on commodity foods. This entitlement totaled \$3,403,145 (106,928 cases of food).



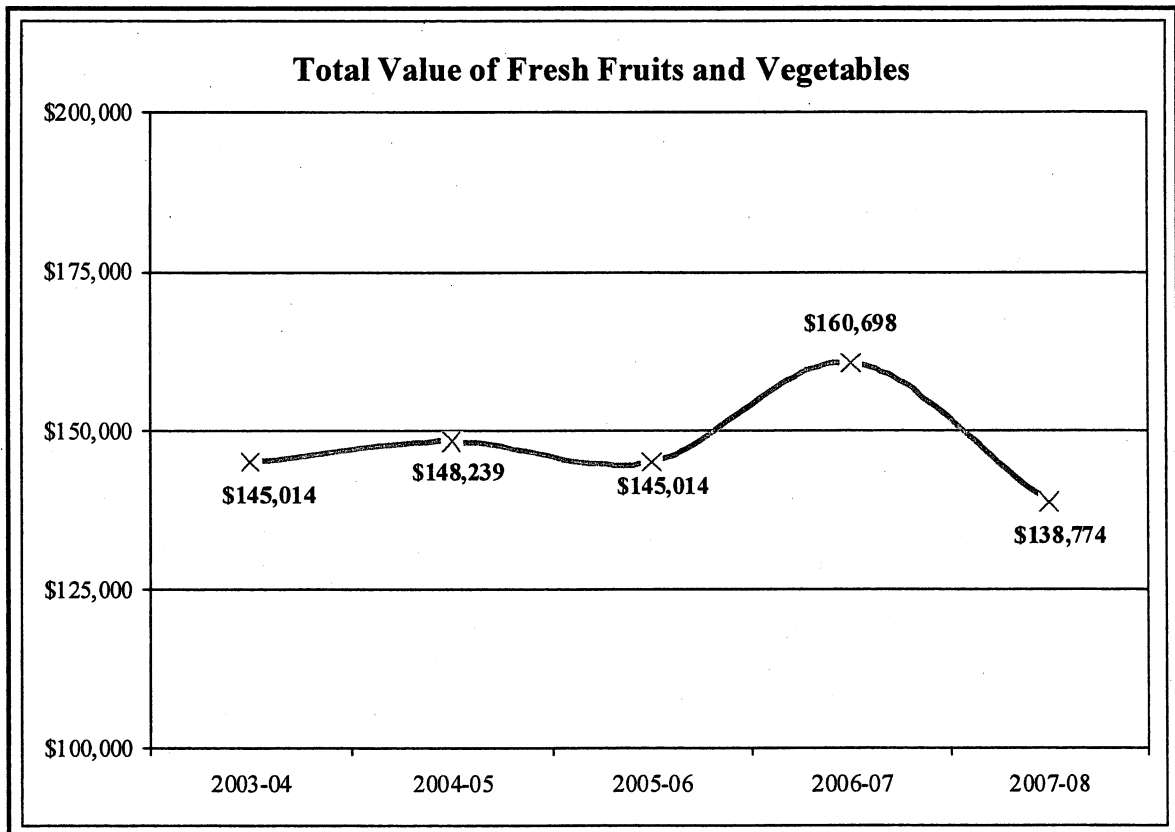


Fresh Fruit and Vegetable Program

Department of Defense

A portion of the total entitlement for Montana's Food Distribution Program is set aside for the Fresh Fruit and Vegetable Program. This program is administered through the U.S. Department of Defense, and allows schools that participate in the National School Lunch Program to use the

USDA commodity entitlement to purchase high quality fresh fruits and vegetables. During the 2007-08 school year, School Nutrition Programs was allocated \$138,774 for this program, compared to \$160,698 the previous year.



Program Activities

REVIEWS

Coordinated Review Effort (CRE)

The Coordinated Review Effort is a comprehensive on-site evaluation of the School Food Authority once every five years. Areas of review include (but are not limited to):

- Meal counting and claiming procedures
- Free and reduced-price meal applications
- Reporting and record-keeping
- Civil rights
- Program self-reviews
- Safety and sanitation

School Nutrition Programs staff conducted 59 coordinated reviews during the 2007-08 school year. School Food Authorities submitted corrective action plans as needed.

School Meals Initiative (SMI)

The National School Lunch Act mandates that school meals "...safeguard the health and well-being of the nation's children." In 1996, the School Meals Initiative for Healthy Children established nutrition standards for meals served at school.

School lunches must meet the recommendations of the Dietary Guidelines for Americans, which specify no more than 30 percent of calories come from fat, and less than 10 percent of calories come from saturated fat. School lunches must provide one-third of the Recommended Dietary Allowance (RDA) of protein, calcium, iron, vitamin A, vitamin C and calories. School breakfasts must provide one-fourth of the RDA for the same nutrients. Afterschool snacks must provide two food components (meat/alternate, fruit, vegetable, grain, milk).

During the 2007-08 school year, 59 School Meal Initiative Reviews were conducted. Areas reviewed included:

- Nutrient analysis of menus
- Menu requirements, variety, and appeal
- Meal production records
- Standardized recipes
- Meal service and healthy school environment
- Food safety
- Cost control

Summer Food Service Program (SFSP)

School Nutrition staff conducted 38 sponsor and site reviews in 2008. Sponsors who were found to be in violation of program requirements submitted corrective action plans.

SNP Activities 2007-08

(In addition to the CRE, SMI, and SFSP reviews)

School Nutrition staff provided technical assistance by telephone, e-mail, group trainings, and on-site school visits. Areas of assistance included accuracy of free and reduced-price eligibility determination and verification, correct meal counting and claiming methods, school wellness, and healthy school meals.

Group education included:

- ✓ 2 Cost Control trainings
- ✓ 5 Regional Foodservice Manager trainings
- ✓ 4 Regional Administrative trainings
- ✓ 9 Regional Summer Food Service Program Sponsor trainings
- ✓ Annual Montana School Nutrition Association/Office of Public Instruction Conference
- ✓ Administrative Update session at the annual Montana Association of School Business Officials Conference

Nutrition Education & Montana Team Nutrition



Montana State University in Bozeman, MT is home to the Montana Team Nutrition Program, which is the nutrition education component of School Nutrition Programs. Team Nutrition is an

integrated, behavior based, comprehensive program geared toward improving children's lifelong eating and physical activity habits through the principles of the Dietary Guidelines for Americans and the USDA's My Pyramid. Team Nutrition works to improve the nutritional value of food and beverage choices throughout the school setting and to promote the health and wellness of children.

Team Nutrition receives funding through competitive USDA grants. School Nutrition Programs was awarded two Team Nutrition Training grants to support the 2007-08 school year. The grants' goals were to enhance Montana's infrastructure to promote healthful lifestyle habits for Montana families by impacting both schools and child care settings. With help from state partners, training and technical assistance, along with increased access to nutrition education resources, school personnel, childcare providers, parents and caregivers will be better equipped to teach integrated, skill-based nutrition content to children. School foodservice training efforts focused on providing safe, appealing and healthy meals and snacks, increasing breakfast program participation and reinforcing positive feeding relationships with children. Grant activities also work to build statewide support for Farm to School programs; and encourage school personnel to take the HealthierUS or Montana Menu School Challenges, and to be healthy role models.

Montana Team Nutrition Program Objectives

Reach School Food Authorities, parents and the community by:

- Increasing the number of schools and child care providers that prepare meals which are consistent with the 2005 Dietary Guidelines for Americans and that meet USDA MyPyramid menu planning nutrition standards. All schools, and child care programs will be targeted through training, technical assistance, and better access to Team Nutrition resources.
- Increasing access to Team Nutrition education curricula and resources for schools and child care programs through an expanded training schedule that promotes healthy eating and physical activity to children and their families.
- Expanding the number of schools that support classroom, cafeteria and community initiatives such as the HealthierUS School Challenge and Farm to School programs.
- Increasing the number of Montana schools and childcare programs that promote positive role modeling by adults and promote the development of positive feeding relationships with children.

Montana Team Nutrition Program Activities

Activities for Planned and Completed Objectives:



- Presented at 20 national, statewide, regional or local conferences on foodservice or nutrition education topics for school or childcare personnel, reaching more than 2,000 participants and 260 School Food Authorities. Coordination with key partners is instrumental in reaching school and childcare personnel. (ongoing)
- Offered a hands-on MSU School Food Service Cooking Institute reaching 18 SFAs to support schools in healthful meal preparation and service. (August 2007)
- Maintained a School Food Service Peer Educator Network to assist school food service personnel throughout the state. The network provides peer education on best practices for serving healthy, appealing, safe meals and snacks. (ongoing)
- Developed a *Breakfast in the Classroom* pilot project in cooperation with the Western Dairy Association to work with four schools to expand breakfast service and increase participation. (July 07-ongoing).
- Developed the *Eat Smart Be Smart: Teaching Nutrition through Math, Science, Language Arts and Health Enhancement* curriculum guide to give kindergarten through fifth grade educators better access to a grade-specific nutrition education resource. (2008)
- Provided training to more than 400 school food service personnel about the HealthierUS School Challenge award program. Assisted two schools, Ponderosa in Billings and Hawthorne in Bozeman in receiving a Gold level award. (ongoing)
- Promoted the *Healthier Montana Menu Challenge Award Program*. This recognition program provides a tool for food service staff to use in planning healthful menus and receive statewide recognition for menus that meet the Dietary Guidelines for Americans. Awarded Lone Rock School in Stevensville the first award in March 2008. (ongoing).
- In cooperation with Grow Montana Coalition, developed an action plan and identified key partners for building statewide support for Farm to School Programs. (ongoing).
- In cooperation with MSU Extension and the Department of Public Health and Human Services, Early Childhood Services Division, presented two train-the trainer sessions for school and childcare personnel on being a healthy role models for children. Developed and coordinated a *Healthier Montana Childcare Challenge Program* to provide motivation to childcare providers to be a healthy role model. (July 2007-June 08).
- Developed a *Eat Smart Play Hard Cafeteria Kit* for school districts to use as a tool promoting healthful choices to grades K-5 students, school staff and parents. (2008)
- Funded peer education mini-grants to sixteen school districts (reaching 4,800 children) to support implementation of HealthierUS School Challenge criteria. (July 2007-June 08)
- In cooperation with Montana Action for Healthy Kids, provided training and technical support to school districts in adopting school wellness policies. (July 2007-ongoing)
- Surveyed principals on the use of a recess before lunch schedule to evaluate the benefits, challenges and facilitated factors for successful implementation.
- Developed and distributed 80 idea kits for National School Lunch Week (October 2007) and School Breakfast Week (March 2008).

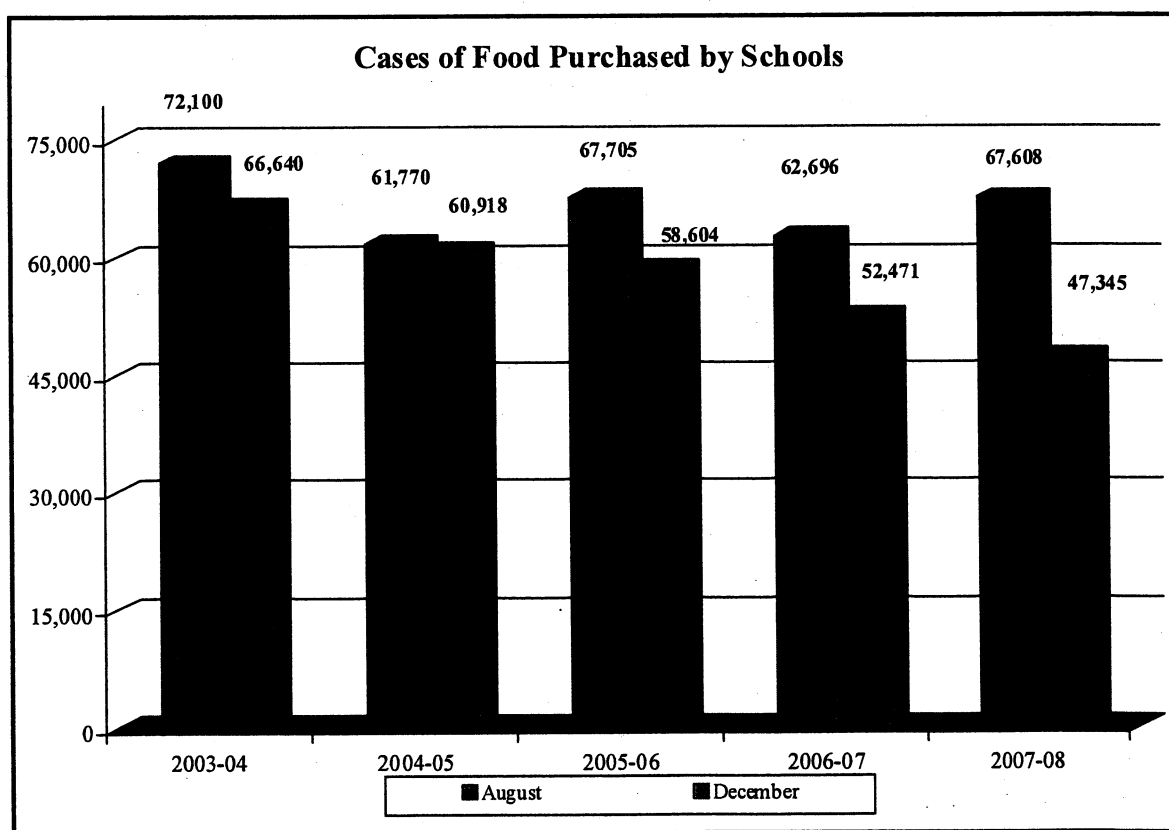
OPI Cooperative Purchase Program

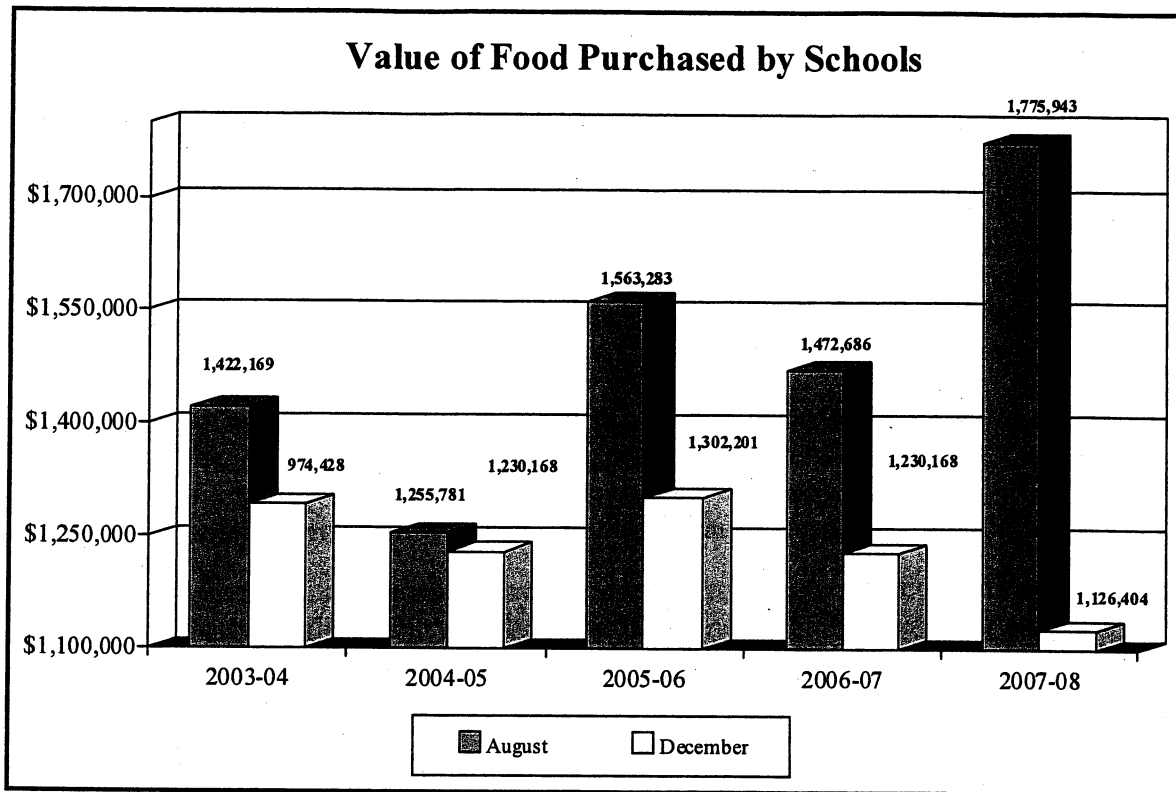
The OPI Cooperative Purchase Program was implemented in 1980 to assist schools in purchasing high-quality nutritious foods at reasonable prices. There are two bids a year (winter and spring) and four deliveries per bid for a total of eight food deliveries per year.

Through the Advisory for the Bid and Commodity (ABC) Committee, the items available through the bid are continuously revised and improved. The committee consists of state agency staff and 30 school food service personnel from schools representing various sizes and locations in the state.

Food items included on the bid must be appealing, nutritious and cost-effective. By combining purchase orders, all participating schools receive the high-quality, low-cost bid items at the same price regardless of size or location. Nutrition information for all products on the bid is provided to participating schools to assist with nutrient analysis of menus.

The program coordinator serves as a liaison between schools and food manufacturers, producers, processors, distributors, and representatives. Purchasing assistance is offered to school personnel through daily telephone contact and regional or state training sessions. During the 2007-08 school year, Montana schools purchased 114,953 cases of food worth \$2,903,347.





Summary of Reporting Requirements

Verification

Local Education Agencies (LEAs) that participate in the School Nutrition Programs provide free and reduced-price meal benefits to eligible students through collection and determination of free and reduced-price school meal applications. As a part of this responsibility, schools must verify a sample of the applications and report the results to the State Agency.

Only 14 (6%) LEAs had less than 80% response rate (meaning that more than 20% of the applicants selected for verification at their school did NOT respond by sending documents that show what they reported on their application was accurate). This verification data serves as the primary source of information on the accuracy of the eligibility determination process.

Sanitation Inspections

SFAs are required to have 2 sanitation inspections per year and report the actual number of inspections to the State Agency. Montana schools reported the following for the 2008 SY:

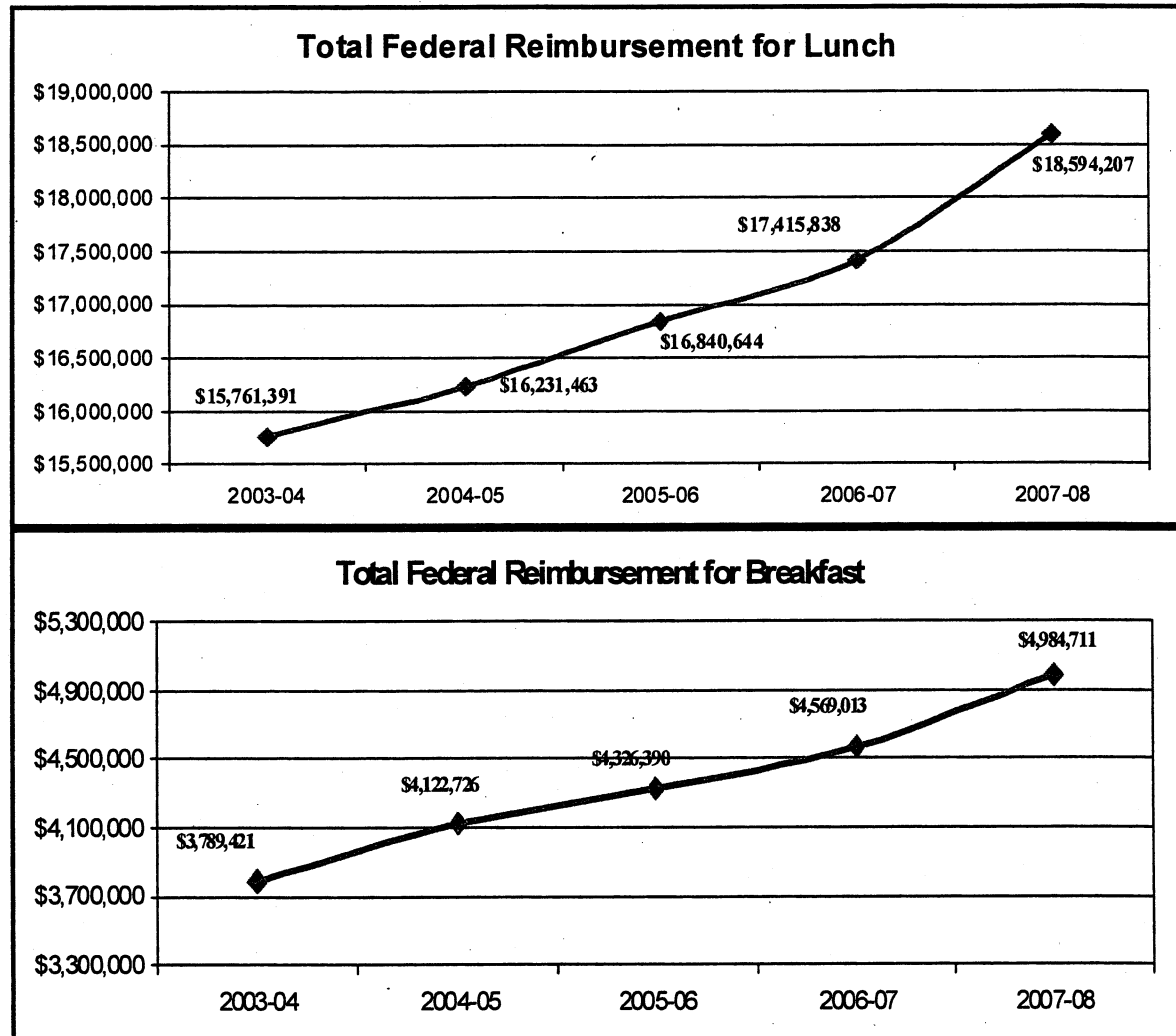
- Number of schools that had 0 inspections: 72 (9%)
- Number of schools that had 1 inspection: 297 (36%)
- Number of schools that had 2 inspections: 435 (53%)
- Number of schools that had 3 or more inspections: 2 (<1%)
- Number of schools that did not report inspections: 9 (1%)

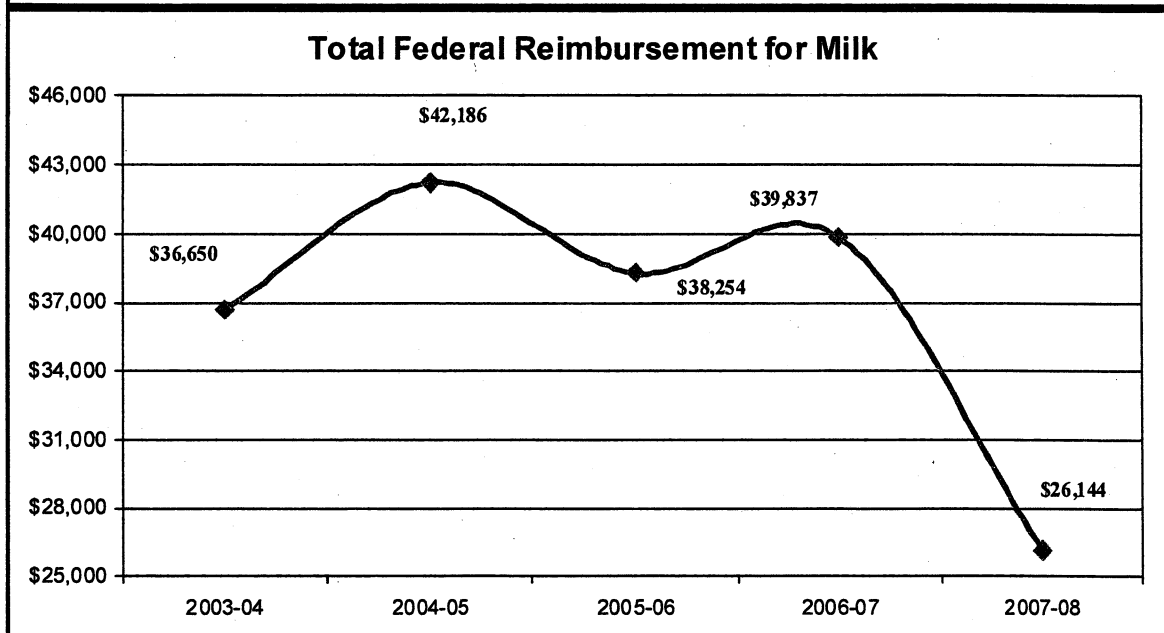
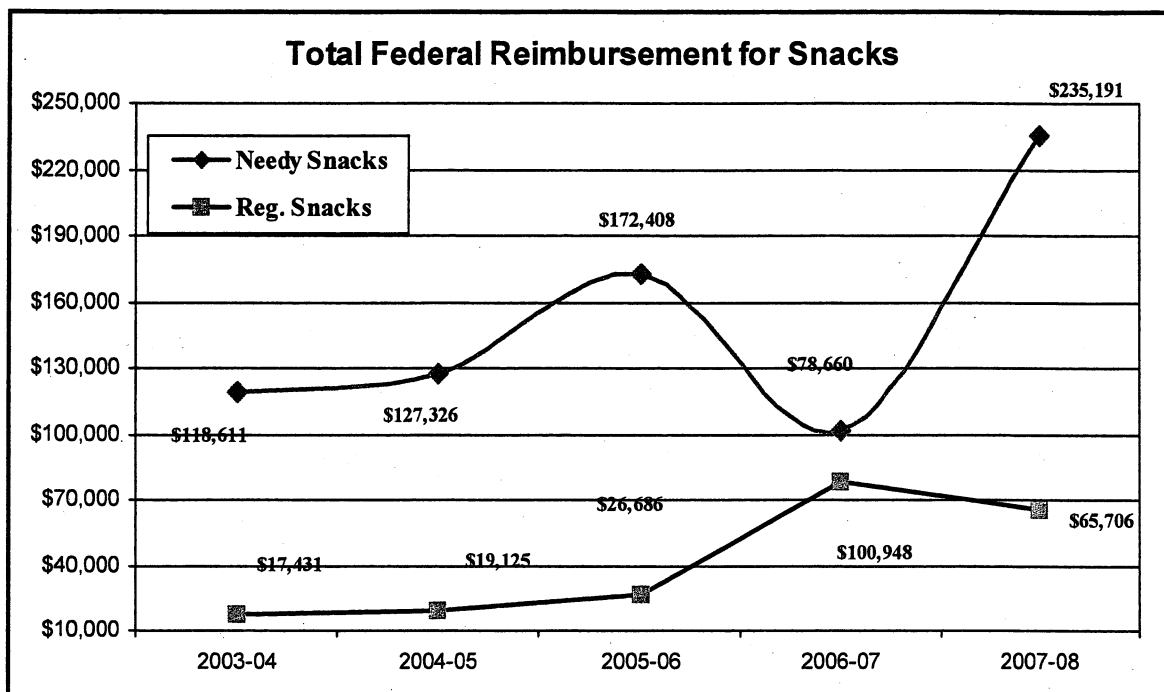
Federal Reimbursement Rates for 2007-08

NATIONAL SCHOOL LUNCH PROGRAM				
	Less than 60%		60% or more	
Paid	0.23		0.25	
Reduced Price	2.07		2.09	
Free	2.47		2.49	
SCHOOL BREAKFAST PROGRAM		Non-severe Need	Severe Need	
Paid	0.24		0.24	
Reduced Price	1.05		1.31	
Free	1.35		1.61	
SPECIAL MILK PROGRAM		All Milk	Paid Milk	Free Milk
Pricing Programs without free option		0.17	N/A	N/A
Pricing Programs with free option		N/A	0.17	Average cost per ½ pint of milk
Non-pricing programs		0.17	N/A	N/A
AFTERSCHOOL SNACK PROGRAM				
Paid	0.06			
Reduced Price	0.34			
Free	0.68			
SUMMER FOOD SERVICE PROGRAM		Operating	Administrative	
			High	Low
Breakfast		1.57	0.1575	0.1225
Lunch & Supper		2.75	0.2875	0.2375
Supplements (Snacks)		0.64	0.0775	0.0625

School Nutrition Programs Reimbursements

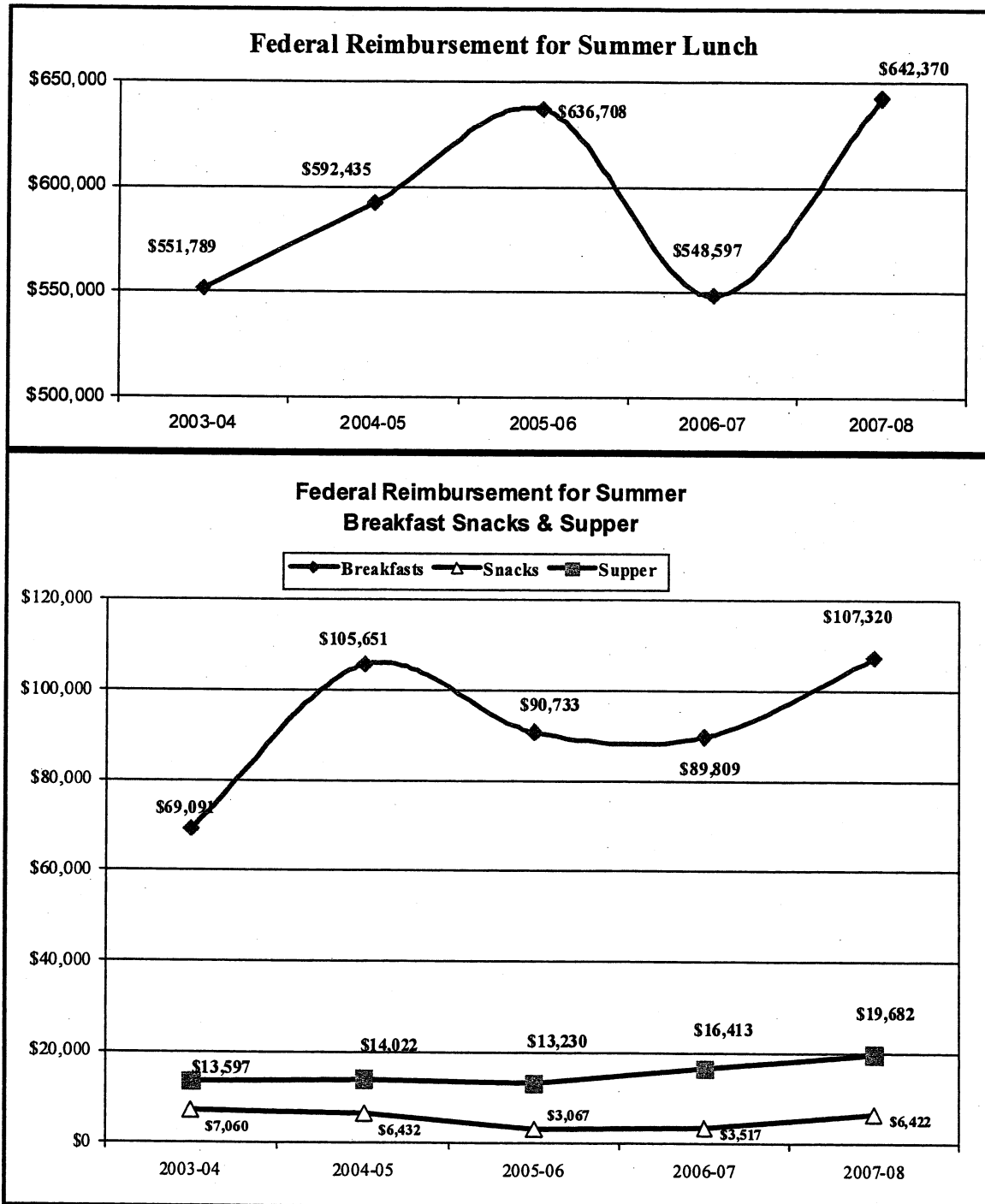
Total reimbursement paid to schools for meals served (lunch, breakfast, snacks, and milk) during the 2007-08 school year totaled \$23,905,959.





Summer Food Service Program Reimbursements

The total meal reimbursement (for lunch, breakfast, snacks, and supper) paid to summer sponsors in 2008 was \$775,796. Administrative reimbursement totaled \$80,342. Total reimbursement was \$856,138.



Financial Management

The USDA provides general assistance for every reimbursable meal served to children in school according to reimbursement rates that are updated yearly. School Food Authorities reported \$28,313,544 in program income (federal reimbursement and state matching funds) and \$54,031,222 in program expenditures during the 2007-08 school year. After subtracting federal reimbursement and state match, local support to the meal programs was \$25,087,905 or 46 percent of the total expenditures.

The State of Montana matched \$629,773 during the 2007-08 school year. The funds were used to cover the cost of shipping and handling, storage, and processing of USDA commodity foods.

PROGRAM REPORT FOR SCHOOL NUTRITION PROGRAMS IN MONTANA Operating 2006-2007, Reporting 2007-2008	
School Income from Federal Funds	
Reimbursement for National School Lunch Program Meals	\$18,594,207
Reimbursement for Afterschool Snacks	\$300,897
Reimbursement for National School Lunch Program (including Snacks)	\$18,895,104
Value of Regular Commodities	\$3,403,145
Value of Commodity Entitlement for Fresh Fruit and Vegetable Program	\$138,774
Total Value of Commodities for lunch and snacks	\$3,541,919
National School Lunch Program (lunches, snacks and commodities)	\$22,437,023
School Breakfast Program	\$4,984,711
Special Milk Program	\$26,144
Reimbursement for Summer Food Service Program Meals and Snacks	\$775,796
Administrative Funds for Summer Food Service Program Sponsors	\$80,342
Total Value of Summer Food Service Program Commodities	\$9,528
Summer Food Service Program	\$865,666
Total Federal Funding	\$28,313,544
State Income and Expenditures	
Total State Matching Funds (July 1, 2006-June 30, 2007)	\$629,773
School Expenditures	
Total School Expenditures (Food, Labor, Other)	(\$54,031,222)
Total Federal Funding	\$28,313,544
Total State Funding	\$629,773
Total School Expenditures	(\$54,031,222)
BALANCE (Student/adult payments, general fund, & other sources)	\$25,087,905

EXECUTIVE SUMMARY

DATE: MARCH 2009

PRESENTATION: Request for New Programs – Montana State University - Billings
Broadfield Science Teaching Major; Political Science Teaching Major; and
Areas of Permissive Special Competency: Early Childhood and Technology
in Education

PRESENTER: Linda Vrooman Peterson, Administrator
Office of Public Instruction

OVERVIEW: The Office of Public Instruction (OPI) provides to the Board of Public Education (BPE) for discussion the materials relating to the proposal from Montana State University-Billings (MSU-B) to add the following programs to its education curriculum: Broadfield Science Major; Political Science Major; and Areas of Permissive Special Competency in Early Childhood and Technology in Education. Bonnie Jones Graham, M.Ed., Director of Licensure Standards and Clinical Practice at MSU-B, will present the descriptions of the proposed programs including the rationale, justification, and program of study requirements relating to the specific standards of Chapter 58 – Professional Educator Preparation Program Standards: ARM 10.58.522 Broadfield Science; ARM 10.58.523 Political Science; ARM 10.58.527 Areas of Permissive Special Competency: Early Childhood and Technology in Education, and ARM 10.58.802 Standards for Approval. The related materials are attached.

The OPI will conduct a review of the materials provided by MSU-B and report its findings to the BPE in May 2009.

REQUESTED DECISION(S): Discussion

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Discussion

Montana State University at Billings
Admin. R. Mont. 10.58.802 STANDARDS FOR APPROVAL

(1) The institution shall provide a clear statement justifying the request for the approval of an experimental or innovative program. That statement shall include the program's assumptions, rationale, and objectives.

As a comprehensive, regional, public university serving the educational needs of Montanans and accessible to all who are qualified, Montana State University-Billings (MSUB) has the primary mission of preparing students of all ages to be productive and responsible citizens, with special focus on the integration of education with service and an applied rather than basic research mission. The purpose of this proposal is to offer teaching licensure options (teaching majors) in new undergraduate degrees in Political Science and General Science at Montana State University-Billings that would prepare students to teach in middle and high schools in compliance with the No Child Left Behind Act. Additionally, it is proposed that MSUB's existing programs in Early Childhood Education and Educational Technology be approved for special permissive competencies on educator licenses. The additional, specialized knowledge, skills, and dispositions that are acquired with completion of these two programs of study positively impact the learning of P-12 students.

(a) be based on a statement of the purpose and objectives of teaching in this area and upon a well-formulated statement of the nature of the public school program that is needed to accomplish these objectives. These statements shall: (i) be prepared cooperatively by the agencies concerned with teacher education;

The College of Arts and Sciences and College of Education at MSUB work closely together to provide future teachers with areas of endorsement that meet the needs of Montana's P-12 students as well as align with the federal requirements of No Child Left Behind. Faculty in both colleges have collaborated on this process. Both political science (civics) and general science are core academic subjects by NCLB definition. The Political Science and General Science teaching majors will serve communities by preparing highly qualified teachers to deliver these curriculums to P-12 learners. School districts, particularly those in rural areas, will benefit by having teachers prepared to better meet their unique staffing needs. The education technology and early childhood special permissive competencies will also provide prepared educators for communities. These educators will be able to deliver exceptional curriculum to learners that is highly specialized.

(ii) be based on analyses of current practices and trends in this field of the public school curriculum; and

Political Science and General Science teaching majors are already recognized by the Office of Public Instruction (OPI) as areas of endorsement. Technology in Education and Early Childhood are also currently recognized by the BPE as areas of permissive special competency. These four programs at Montana State University-Billings will provide post-secondary teacher education candidates the content knowledge, pedagogy, and dispositional training that is aligned with best practices, current state and national

standards, and professional practices. Furthermore each program has components that include field experiences, practica, and/or internships. Candidates will be able demonstrate meeting program standards in the field as well as in their college classrooms.

(iii) be available in writing:

Program descriptions, course requirements, procedures, and policies governing each of the four programs will be in the undergraduate and/or graduate catalog and on file in either/or the College of Arts and Sciences and College of Education. Specific documents, such as syllabi, will be on file in the applicable department.

(b) include a clear statement of the competencies teachers need in this area. This statement of competencies shall: (i) include attitudes, knowledge, understanding, skills, and the degrees of expertise teachers need;

The College of Education at Montana State University has adopted the ten Interstate New Teacher Assessment and Support Consortium (INTASC) standards as the foundation for teacher education candidates to demonstrate competency. These standards, as well as dispositional expectations are embedded into the professional (education) course work required in each of the four programs. All candidates are held accountable to successfully meeting the knowledge, skills, and dispositions required of a new-to-the-profession educator.

(ii) be based on the program's statement of objectives outlined in subsection (2)(a) above; and

Refer to the above statement.

(iii) be available in writing:

Political Science, General Science, Educational Technology, and Early Childhood programs are in the applicable undergraduate and graduate catalogs. Specific information about each program is also available on the MSUB advising center and graduate studies web pages. The MSUB Advising Center, which has two advisors who specialize in the unique needs of pre-service teachers have been fully informed about the undergraduate Political Science General Science, and Early Childhood programs. The Graduate Studies Office has been fully informed of the Educational Technology.

(c) include a description of the process used to prepare personnel;

Faculty who are teaching courses in these four programs have qualifications through their education and experiences in each of their areas of expertise. This is assured with MSUB's hiring and faculty review processes.

(d) develop provisions for keeping records of the students' progress in the program;

At Montana State University-Billings candidate assessments and accountability tracking occurs via the instructor of record for each course. All course grades are recorded into the Banner system. Additionally, key assignments completed in education courses are entered into a College of Education database.

e) make arrangements for systematic and scheduled program review by both the institution and the office of public instruction;

All four programs will be included into the review process required by NCATE, Northwestern Accreditation, the Montana Board of Public Education and Montana Board of Regents seven year cycle accreditation processes.

(f) be supported by identifiable human and physical resources that will be available throughout the duration of the program. Any resources not under the control of the institution shall be outlined and confirmed by the board of public education;

All four programs will be supported by current faculty in both the College of Arts and Sciences and the College of Education at MSUB. Part time faculty may also deliver some of the courses. All of the courses are already being currently taught in both colleges.

(g) include a timetable setting forth: (i) the program's beginning and ending dates;

All courses are already available to teacher education candidates. Political Science and General Science student teaching could begin (upon approval of the proposal) Fall Semester 2009 although it is likely most candidates would not be ready until Spring Semester 2010 and beyond. The Educational Technology and Early Childhood programs are already in place, therefore recommendation for the special permissive competency would begin as soon as approval is granted.

(ii) the sequence of activities that will occur;

Candidates in the Political Science, General Science, and Early Childhood programs will continue to be admitted to the Teacher Education program under the procedures and policies currently in place for initial licensure. Candidates in the Educational Technology program will be admitted under the procedures and policies of the Office of Graduate Studies at MSUB. Course content and syllabi have already been prepared.

(iii) selection and schedules of intervals for competency and program evaluations;

The College of Education assessment system has undergone revision throughout the 2005-2008 academic years. The current system was implemented the 2008-2009 academic year. It assures that regular and systematic reviews of candidate competency and program quality occurs.

(iv) the approximate dates for submitting periodic program reports to the appropriate institutional officials and to the superintendent of public instruction;

MSUB is on a seven year review cycle with NCATE and the Montana Board of Public Education. The next review is spring semester 2010. NWCCU accreditation is on a ten year cycle, with the most recent visit occurring fall semester 2008. MSUB's Montana Board of Regents program review is on a seven year cycle with the next review occurring fall semester 2009.

(h) ensure that program evaluations have definite provisions for performance criteria and follow-up at specified intervals. The evaluations shall: (i) be guided by a plan that defines and specifies the kinds of evidence that will be gathered and reported;

The College of Education assessment system has undergone revision during the 2005 through 2008 academic years. The current system was implemented the 2008-2009 academic year. It assures that regular and systematic review of candidate competency and program quality occurs. The College of Arts and Sciences align the content curriculum (political Science and General Sciences) with the Montana Professional Educator Preparation Program Standards (PEPPS). The undergraduate assessment system is aligned with the INTASC standards. The graduate assessment system is aligned with the National Board for Professional Teaching Standards

(ii) give information that identifies areas in the program that need strengthening;

Areas that need strengthening are identified through review of program data as required in the College of Education assessment system.

(iii) be used to suggest new directions for program development.

Data reviews, revisions when standards are revised, and feedback from constituencies provide the impetus for program development.

(3) The preparing institution shall be responsible for the administration of the program. Within this responsibility it shall establish and designate the appropriate division, school, college or department within the institution to act on all matters relating to such program, according to general institutional policies.

The College of Arts and Sciences will be responsible for the content coursework in the Political Science and General Science programs. The College of Education will be responsible for the coursework in the Educational Technology and Early Childhood programs.

Bachelor of Science Degree

Major in Broadfield Science

Teaching Certificate Option

Credits

Academic Foundations Requirements 37

Note: 13 credits will be filled from below: 7 Natural Science, 3 Mathematics, and 3 EDF 100 – leaving 24 needed here.

Professional Core Requirements

EDCI 310 Curriculum and Instruction for Middle School, High School, and K-12 Teachers 3

EDCI 314 Teaching Science in the Middle and Secondary School..... 3

EDCI 484 Student Teaching (K-12)

OR

EDCI 486 Student Teaching (Secondary) 9

EDF 100 Education and Democracy 3

EDF 225 Human Development in Education 3

EDF 250 Educational Psychology 3

EDF 450 Philosophical, Legal and Ethical Issues in Education..... 3

HHP 201 Core Concepts in Health..... 3

RD 310 Reading and Writing Across the Curriculum 3

SPED 260 Introduction to Teaching Exceptional Learners..... 3

Total Professional Core..... 36

Math and Stats Requirements

Choose two, one from each rubric:

*MATH 112 Calculus I 4

MATH 113 Calculus II..... 4

STAT 141 Introduction to Statistics 3

STAT 241 Statistical Methods 4

STAT 242 Statistical Methods II..... 4

Total Math/Stats credits 7

Biology

*BIOL 178 Principles of Biology..... 3

*BIOL 188 Principles of Biology Lab 1

BIOL 179 Biodiversity 3

BIOL 189 Biodiversity Lab..... 1

BIOL 263 Introduction to Cell Biology 3

BIOL 273 Introduction to Cell Biology Lab 1

Total Biology..... 12

Chemistry

Choose either the CHEM 220/221 courses OR the CHEM 330/331 courses

*CHEM 115 General Chemistry I 3

*CHEM 118 General Chemistry I Lab..... 1

CHEM 116 General Chemistry II..... 3

CHEM 119 General Chemistry II Lab 1

CHEM 220 Principles of Organic Chemistry..... 3

CHEM 221 Principles of Organic Chemistry Lab..... 1

CHEM 330 Organic Chemistry I..... 3

CHEM 331 Organic Chemistry I Lab..... 1

Total Chemistry..... 12

Earth Science

*EASC 100 Lithosphere and Hydrosphere..... 3
*EASC 101 Lithosphere and Hydrosphere Lab 1
EASC 120 Historical Geology and Paleontology..... 3
EASC 121 Historical Geology and Paleontology Lab..... 1
EASC 200 Mineralogy 3
Total Earth Science 11

Physics

Choose either the 110, 120 series or the 210, 200 series

PHYS 110 College Physics I..... 3
PHYS 111 College Physics I Lab..... 1
PHYS 120 College Physics II..... 3
PHYS 121 College Physics II Lab 1
PHYS 210 University Physics I 3
PHYS 211 University Physics I Lab 1
PHYS 220 University Physics II 3
PHYS 221 University Physics II Lab 1
*PHYS 201 Introduction to Astronomy 3
Total Physics 11

Concentration – Choose from I or II below:

I. Concentration in Biology

Choose 4 courses (minimum of 3 with labs)

BIOL 315 Plant Systematics 2
BIOL 325 Plant Systematics Lab 2
BIOL 320 Animal Development 3
BIOL 330 Plant Development 3
BIOL 331 Plant Development Lab 1
BIOL 340 General Microbiology 3
BIOL 350 General Microbiology Lab 1
BIOL 353 Genetics..... 3
BIOL 354 Genetics Lab 1
BIOL 355 Ecology and Evolution..... 3
BIOL 356 Ecology and Evolution Lab..... 1
BIOL/CHEM 361 Biochemistry..... 3
BIOL/CHEM 371 Biochemistry Lab 1
BIOL 363 Molecular Biology 3
BIOL 373 Molecular Biology Lab 1
BIOL 424 Animal Physiology..... 3
BIOL 458 Vertebrate Zoology 3
BIOL 460 Vertebrate Zoology Lab 1
BIOL 465 Plant Physiology..... 3
BIOL 475 Plant Physiology Lab 1
Minimum electives for Biology concentration 15

II. Concentration in Chemistry

Choose 4 courses (minimum of 3 with labs)

CHEM 320 Quantitative Chemical Analysis..... 3
CHEM 325 Quantitative Chemical Analysis Lab 1
CHEM 334 Organic Chemistry II 3
CHEM 335 Organic Chemistry II Lab 1
CHEM 340 Physical Chemistry 3
CHEM 341 Physical Chemistry Lab 1

CHEM 355 Advanced Inorganic Chemistry	3
CHEM 356 Advanced Inorganic Chemistry Lab	1
CHEM/BIOL 361 Biochemistry.....	3
CHEM/BIOL 371 Biochemistry Lab	1
CHEM 420 Instrumental Analysis	3
CHEM 421 Instrumental Analysis Lab	1
CHEM 463 Advanced Biochemistry.....	3
CHEM 473 Advanced Biochemistry Lab.....	1
Minimum electives for Chemistry concentration	15
Total minimum credits required for degree.....	128



ADVISING WORKSHEET

TRANSFER INSTITUTION(S):

BACHELOR OF SCIENCE MAJOR IN POLITICAL SCIENCE
General Bulletin 2007-2009

Montana State University Billings
Advising Center
Phone: 406-657-2240
Fax: 406-657-2280
advising@msubillings.edu
www.msubillings.edu/advice/

Name _____

Student ID # _____

ACADEMIC FOUNDATIONS REQUIREMENTS – SEE PAGE 4 FOR SPECIFIC COURSES

Academic Foundations Category	Course #	Credits	Grade	Semester	Equivalent
Category I: Global Academic Skills (12 credits) A. Mathematics (3 credits) B. English (6 credits) C. Information Literacy (3 credits)					
	ENGL 150				
Category II: Natural Sciences (7 credits) 2 lectures (6 credits) & 1 lab (1 credit) (1 life science & 1 physical science & 1 lab)					
Category III: Social Sciences (6 credits) Courses must be from separate prefixes					
Category IV: History and Cultural Diversity (6 credits) A. History (3 credits) B. Cultural Diversity (3 credits)					
Category V: Arts and Humanities (6 credits) A. Arts (3 credits) B. Humanities (3 credits)					

A minimum grade of "C-" required in all Academic Foundations courses. *Note: Certain degrees may require a minimum grade of "C" in Academic Foundations courses.*

Students should consult with their advisors to determine if specific courses are necessary in order to satisfy the Academic Foundations requirements within this program.

Certain courses in this program have prerequisites; students should check the course descriptions for required prerequisites.

Reviewed:

ACADEMIC FOUNDATIONS REQUIREMENTS

CATEGORY I: GLOBAL ACADEMIC SKILLS			12 credits
Subcategory A - Mathematics			3 credits
MATH	106	College Algebra	3
MATH	107	Precalculus	5
MATH	112	Calculus I	4
MATH	121	Finite Mathematics	4
MATH	122	College Mathematics for Technology	3
MATH	141	Contemporary Mathematics	3
MATH	202	Fundamentals of Mathematics II	3
STAT	141	Introduction to Statistics	3
STAT	241	Statistical Methods	4

Subcategory B - English			6 credits
ENGL	150	College Composition	3
ENGL	201	Business Communication	3
ENGL	226	Research Writing	3
ENGL	140	Business Writing	3
ENGL	145	Technical Communication	3

Subcategory C - Information Literacy			3 credits
COMT	130	Introduction to Public Speaking	3
LS	125	Research in the Information Age	3
MIS	150	Information Access and Organization	3

CATEGORY II: NATURAL SCIENCES 6 cr. lecture & 1 cr. lab

Students are required to take one course from each subcategory and at least one corresponding lab or SCIN 101, 102, 103 & 104

Subcategory A - Life Sciences			
BIOL	101	Survey of Biology	3
BIOL	115	Survey of Biology Lab	1
BIOL	178	Principles of Biology	3
BIOL	188	Principles of Biology Lab	1

Subcategory B - Physical Sciences			
CHEM	104	Fund of General Chemistry	3
CHEM	105	Fund of General Chem Lab	1
CHEM	115	General Chemistry I	3
CHEM	118	General Chemistry I Lab	1
EASC	100	Lithosphere and Hydrosphere	3
EASC	101	Lithosphere and Hydrosphere Lab	1
GEOG	100	Physical Geography Lab	1
GEOG	101	Physical Geography	3
PHYS	101	Earth, Air, Fire and Water	3
PHYS	102	Earth, Air, Fire and Water Lab	1
PHYS	110	College Physics I	3
PHYS	111	College Physics I Lab	1
PHYS	201	Introduction to Astronomy	3
PHYS	203	Introduction to Astronomy Lab	1
PSSC	101	Physical World Around Us	3
PSSC	102	Physical World Around Us Lab	1

Subcategories A and B - Integrated Sciences			
SCIN	101, 102, 103 & 104	Integrated Sciences	3, ½, 3, ½

CATEGORY III: SOCIAL SCIENCES			6 credits
<i>Two courses from separate prefixes</i>			
BUS	101	Introduction to Business	3
COMT	109	Human Relations	3
COMT	110	Interpersonal Communication	3
ECON	200	Principles of Microeconomics	3
ECON	201	Principles of Macroeconomics	3
EDF	100	Education and Democracy	3
GEOG	102	World Geography	3
HHP	101	Health Sciences	3
POLS	101/200	Intro to Gov't/Intro to Comparative Gov't	3
POLS	212	United States Government	3
PSYC	101	General Psychology	3
PSYC	271	Human Relations	3
SOCL	101	Introduction to Sociology	3
SOCL	212	Physical Anthropology & Archeology	3
SOCL	221	Social Problems	3

CATEGORY IV: HISTORY & CULTURAL DIVERSITY			6 credits
Subcategory A - History			3 credits
HIST	104	The West and the World to 1648	3
HIST	105	The West and the World since 1648	3
HIST	106	Honors: History of Western Civ to 1500	3
HIST	107	Honors: History of Western Civ since 1500	3
HIST	204	United States History to 1877	3
HIST	205	United States History Since 1877	3
POLS	221	International Relations	3

Subcategory B - Cultural Diversity			3 credits
ART	131	Global Visual Culture	3
COMT	160	Introduction to Intercultural Communication	3
ENGL	260	World Foundations of Literature	3
GEOG	120	Environment and Culture	3
HHP	270	Global Health Issues	3
NAMS	181	Introduction to Native American Studies	3
NAMS	211	Social Issues of the Native American	3
PHIL	105	The Religious Quest	3
REHA	201	Introduction to Diversity	3
SOCL	211	Cultural Anthropology	3
A&SC/SOCL	250	Women, Culture and Society	3
SPAN	150	The Hispanic Tradition	3

CATEGORY V: ARTS & HUMANITIES 6 credits

Subcategory A - Arts			3 credits
ART	110	Art Studio Essentials for the Non-Art Major	3
ART	142	Introduction to Pottery	3
ART	161	Introduction to Drawing	3
COMT	150	Introduction to Theatre and Performance	3
COMT	155	Global Cinema	3
COMT	250	Introduction to Acting	3
ENGL	204	Fundamentals of Creative Writing	3
ENGL	280	Fiction into Film	3
MUSC	100	Music Appreciation	3
MUSC	150	Musics of the World	3
DSGN	248	Computer Presentation and Animation	3

Subcategory B - Humanities			3 credits
ART	132	Art History Survey	3
ENGL	160	Reading and Responding to Literature	3
ENGL/PHIL	240	The Bible as Literature	3
HON	181	The Ancient and Medieval Worlds	3
HON	182	The Renaissance and Modern Worlds	3
HON	281	Humanistic Thought of the U.S. to 1877	3
HON	282	Humanistic Thought of the U.S. since 1877	3
PHIL	115	Ethics	3
PHIL	117	Philosophies of Life	3

Course			Credits	Grade	Semester	Equivalent
Required Courses						
*POLS	101/200	Intro to Gov't/Intro to Comparative Gov't	3			
*POLS	212	United States Government	3			
POLS	213	Introduction to Public Administration	3			
POLS	215	American State and Local Government	3			
*POLS	221	International Relations	3			
POLS	350	Public Opinion and Polling	3			

Restricted Electives – At least two courses from two of the four areas of concentration, or one course from each of the four areas. Nine of the twelve elective hours must be upper-division courses.

Area 1: Theory, Comparative Government, and Foreign Policy

POLS	322	United States Foreign Policy	3			
POLS	331	Political Philosophy	3			
POLS	333	Comparative Politics	3			

Area 2: The Legal System

POLS	314	The Indian and the Law	3			
POLS	423/523	Constitutional Law: Civil Liberties	3			
POLS	427/527	Constitutional Law: Powers and Structures	3			

Area 3: U.S. Government

POLS	214	Political Parties and Election	3			
POLS	217	The Presidency	3			
POLS	310	Judicial Process	3			
POLS	321	Public Policy	3			
POLS	347	Legislative Process	3			

Area 4: Public Administration

POLS	457/557	Public Budgeting and Finance	3			
POLS	460/560	Ethics and Public Policy	3			
POLS	462/562	Local Government Administration	3			

Other Courses which may be used to satisfy Restricted Elective Requirements:

POLS	480/580	Special Topics in Public Administration	1-3			
POLS	490	Political Science internship	1-12			
POLS	491	Independent Study	1-5			
POLS	492	Seminar	1-3			
POLS	496	Cooperative Education/Internship	1-9			

*May satisfy Academic Foundations requirements.

[illegible]

Categories	Credits	Earned
Academic Foundations	37	_____
Political Science Major	30	_____
Electives (may vary)	V	_____
Total	120	_____

NOTES:

Political Science

Required Courses:

*** POLS 101 Introduction to Government 3 cr.** Introduces the ideas behind the democratic and non-democratic forms of political life in the modern world; investigates the changing nature of the role of government through systematic and comparative study of political structures, functions, behavior and changes; and provides a background for the pursuance of more specialized study in the various fields of Political Science.

*** POLS 212 United States Government 3 cr.** Covers the American Political System relative to central government and institutions. Attention is given to concepts, organizations and functions with emphasis on the political, governmental and democratic processes and problems, including the role of individual and group relationships. Provides a perspective and background for further study in Political Science.

POLS 213 Introduction to Public Administration 3 cr. Studies the basic principles and theory of administrative structures, organizations, leadership, fiscal management, personnel, and policy-making in the modern state.

POLS 215 American State and Local Government 3 cr. Prerequisite: POLS 212 or consent of instructor. Considers the functions, organization and problems of American state governments and the local subdivisions—counties and municipalities—and examines state-federal and state-local relations. This class is a prerequisite for those students interested in applying for a Montana legislative internship.

*** POLS 221 International Relations 3 cr.** Considers the nature of relations among nations, various dimensions of international politics and the nature of political challenges occasioned by the changing milieu in which international affairs are conducted.

POLS 350 Public Opinion and Polling (WR) 3 cr. Provides historical background material on public opinion and polling, as well as address major contemporary issues faced by those who measure public opinion. The students enrolled in this course will develop a survey questionnaire and employ MSU Billings' CATI (Computer Assisted Telephone Interviewing) Laboratory to conduct a random sample statewide telephone survey and write a paper based upon the polling's results.

Restricted Electives: Choose two courses each from two of the four areas of concentration, or one course from each area of concentration. Nine of the 12 restricted electives must be upper division.

Area 1: Theory, Comparative Government, and Foreign Policy

POLS 322 United States Foreign Policy (WR) 3 cr. Prerequisites: POLS 101 and POLS 212, or consent of instructor. Traces the development of United States foreign policy and foreign policy institutions with emphasis on the post-World War II period. Modern foreign policy is analyzed in the context of theoretical and institutional implications. Will also deal with U.S. foreign policy towards specific areas of the world.

POLS 331 Political Philosophy 3 cr. Prerequisite: POLS 212 or consent of instructor. Surveys political thought from classical times to the present with major emphasis on political thinkers and theories;

analyzes their significance to democratic and non-democratic values as well as to contemporary political study.

POLS 333 Comparative Government 3 cr. Prerequisite: POLS 101 or consent of instructor. Relates the comparative study of international relations. Explores comparatively the nature of distinctly different political systems by focusing upon the governments of Britain, France, and Germany.

Area 2: The Legal System

POLS/NAMS 314 The Indian and the Law (WR) 3 cr. Covers the development of federal, state, and tribal statutes dealing with Native Americans; judicial decisions that have significant input on the legal status of Indian tribes and individuals; and federal agency policy which constitutes administrative law for tribes. Discusses the impact of Western European and United States jurisprudence on the history and culture of the Indian.

POLS 423/523 Constitutional Law: Civil Liberties 3 cr. Prerequisite: Graduate standing. Examines major Supreme Court decisions in the field of individual rights; provides and overview of civil liberties decisions with an emphasis on the Bill of Rights, e.g., speech, religion, privacy, and administrative law.

POLS/HIST 427 Constitutional Law: Powers and Structures 3 cr. Prerequisite: HIST 204 or POLS 212. Introduces the evolution and structure of the United States constitutional system, focusing on the federal relationship, the separation of powers, and the judicial review, relying primarily upon the case method of analysis.

Area 3: U.S. Government

POLS 214 Political Parties and Elections 3 cr. Focuses on the concepts, organization and processes of political parties and elections. Emphasis is given to politics, values and human interaction in democracy and to the roles and influences of political parties and elections in the political and governmental processes.

POLS 217 The Presidency 3 cr. Examines the historical foundations of the office, analyzes the powers and prerogatives of the presidency, studies the selection process of office seekers, and explores the relationship of the office to other institutions in the U.S. political system.

Area 4: Public Administration

POLS 457/557 Public Budgeting & Finance 3 cr. Prerequisite: Graduate standing. Focuses on budgeting in the public sector as a tool for financial management and the implementation of fiscal and programmatic policy, with emphasis on the political context. Graduate students will be expected to read substantially more in the public administration literature, to produce more in-depth research in their term papers, and to make at least one, possibly two, classroom presentations.

POLS 460/560 Ethics and Public Policy 3 cr. Prerequisite: Graduate standing. Explores ethics and selected issues in public service and policy making through theoretical and case study approaches. Emphasis on the relation of continuing issues and problem areas to individual careers in policy making and administrative decision making. Graduate students will be expected to read

substantially more in the public administration literature, to produce more in-depth research in their term papers, and to make at least one, possibly two, classroom presentations.

POLS 462/562 Local Government Administration 3 cr. Prerequisite: Graduate standing. Focuses on contemporary issues affecting small towns and counties. Discussed topics include public works departments, economic growth, human resource development, and parks and recreation.

Other Courses which may be used to satisfy restricted electives:

POLS 480 Special Topics 3 cr. Prerequisite: Consent of instructor. Provides Masters of Public Administration students an opportunity for them to investigate contemporary topics related to the field. Staffing needs will largely involve local practitioners in government and not-for-profit organizations. The course will be offered on an irregular basis.

POLS 490 Political Science Internship V 1-12 cr. Prerequisites: POLS 215, or consent of instructor and consent of chairperson of department. Provides outstanding students an individual opportunity to explore material not covered by regular Political Science courses. Students will be working directly for elected or appointed officials and/or various types of political groups. No more than 6 hours may be counted toward a Political Science minor.

POLS 491 Independent Study V 1-5 cr. Prerequisites: consent of instructor and chairperson of department. Provides outstanding students an individual opportunity to explore material not covered by regular Political Science courses.

POLS 492 Seminar V 1-3 cr. Provides advanced students an opportunity to investigate intensively topics pertinent to the field of Political Science.

POLS 496 Cooperative Education/Internship V 1-9 cr. Provides university credit for a work experience in the area of Political Science supervised by faculty. Learning agreement must be completed prior to registration (restricted).

**ADVISING WORKSHEET
MINOR IN EARLY CHILDHOOD STUDIES
GENERAL BULLETIN 2007-2009**

TRANSFER INSTITUTION(S):

Montana State University Billings

Advising Center

Phone: 406-657-2240

Fax: 406-657-2280

advising@msubillings.edu

www.msubillings.edu/advise/

Name _____

Student ID # _____

The minor is designed to expand the knowledge and skill level of students receiving degrees in elementary education, psychology, or sociology who are preparing to work with children (0-8) and their families. Transfer students interested in the Permissive Special Competence in early childhood education from the Montana office of Public Instruction will need to add additional courses to complete the requirements of the competency.

Course			Credits	Grade	Semester	Equivalent
Required Courses						
EC/SPED	210	Adult/Child Interaction Skills	3			
EC/SPED	283	Curriculum and Adaptations	3			
EC/RD	335	Cognitive and Language Development in Young Children	3			
EC	336	Social/Emotional Development in Young Children	3			
EC	437	The Child in the Family System	3			

Focus Electives

The student must choose 6 credits in consultation with the student's faculty advisor.

Total credits required for minor

21

Certain courses in this program have prerequisites; students should check the course descriptions for required prerequisites.

Montana State University Billings

Master of Education - Early Childhood Option

The Early Childhood Option provides learning opportunities for teachers, support personnel, and parents of children from birth through nine years of age. The following focus areas are available: Pre-K programs, Primary Education (K-3rd grade), Special Education, and Parenting/Family Studies. Obtaining teacher licensure is optional and may require additional courses to meet licensure standards.

Thesis Track

Courses	Credits
Professional Core	6
EDF 501 Research Design and Interpretation	3
EDF 530 Advanced Human Development and Learning	3
Professional Specialization	9
EC 502 Research in Special Programs	3
EC 532 Advanced Physical and Cognitive Development	3
EC 533 Advanced Social and Emotional Development	3
Program Focus Area *An additional 12 credits will be chosen in consultation with the advisor from one of the following professional areas:	15
Pre-K programs, Primary Education, Special Education, Parent & Family Studies	12
EC 590 Internship	6
EC 599 Thesis	6
Total minimum credits required for Thesis Track	36

Professional Practice Track

Courses	Credits
Professional Core (same as Thesis Track)	6
Professional Specialization (same as Thesis Track)	9
Program Focus Area *An additional 15 credits will be chosen in consultation with the advisor from one of the following professional areas:	18
Pre-K programs, Primary Education, Special Education, Parent & Family Studies	15
EC 590 Internship	3
EC 597 Action Research Project and Seminar	3
Total minimum credits required for Professional Practice Track	36

Early Childhood Education

Required Courses:

EC/SPED 210 Adult/Child Interaction Skills 3 cr. Provides the student with basic knowledge of adult-child interaction, support strategies, literacy development, and observation techniques. A field experience is integrated into the course and assignments.

EC/SPED 283 Curriculum and Adaptations 3 cr. Provides the student with an understanding of developmentally appropriate curriculum. Curricular adaptations for individual learners including appropriate technology and equipment will be addressed. A field experience is integrated into the course and assignments.

EC/RD 335 Cognitive and Language Development In Young Children 3 cr. (Lec. 2; Clinic 1 cr.)

Prerequisite: EC 210. Focuses on current theory and practice related to understanding and enhancing the young child's cognitive and language development. Provides the student with opportunities to apply child development and learning theory to assessment, curriculum, and interaction patterns with young children. A field experience is integrated into the course experience and assignments.

EC 336 Social/Emotional Development In Young Children 3 cr. Prerequisite: EC 210. Provides the student with a knowledge and experiential base related to the social and emotional development of young children, to include guidance techniques. An emphasis will be placed on issues of the developing self while emphasizing the critical role of supportive and engaged adults. Classroom observation and interaction with children required.

EC 437 Child In The Family System 3 cr. Focuses on the reciprocal relationship between the child, family and environment. This course includes knowledge and experience necessary to assist and support the parents (of both typically developing and children with special needs) in their role as primary caregivers and informal teachers of young children. A field experience is integrated into the course experience.

Electives:

EC/SPED 289 Professional Roles and Expectations 3 cr. Provides the student with an understanding of roles and responsibilities of professional staff and paraprofessionals when working with families. Emphasis on professional standards of conduct including the requirements of confidentiality. A field experience is integrated into the course and assignments.

EC 290 Internship V 1-6 cr. Provides freshmen and sophomores with a supervised experience in a licensed setting providing services to young children and/or families. The internship setting and requirements are arranged with the student's advisor in conjunction with the Office of Certification and Field Experiences. The student will spend 45 contact hours during the academic semester for each semester hour of credit.

EC 291 Independent Study V 1-6 cr. Prerequisites: Consent of instructor and Department Chairperson. Provides an opportunity for freshman and sophomore students to explore material not covered by the regular college courses.

EC 292 Seminar 3 cr. Investigates topics pertinent to the area of Early Childhood Education.

EC 293 Workshop V 1-6 cr. Provides an opportunity for study in an area of Early Childhood Education.

EC 294 Clinic V 1-7 cr. Prerequisite: consent of instructor. Provides freshmen and sophomores with an opportunity to explore and develop applications of study in a particular area. Uses selected pupils for demonstration purposes. In-field contact time is 45 hours per semester credit. Field placements are arranged through the Office of Certification and Field Experiences.

EC 490 Internship V 1-6 cr. Prerequisites: Consent of advisor. Allows the student to assume the full range of teaching duties in an exemplary early childhood setting. Field placements are arranged through the Office of Certification and Field Experiences and require 45 hours of contact time for each semester hour of credit.

EC 491 Independent Study V 1-6 cr. Provides an opportunity for students of superior academic standing to explore material not covered by the regular college courses.

EC 492 Seminar V 1-8 cr. Investigates topics pertinent to the area of Early Childhood Education.

EC 493 Workshop V 1-8 cr. Provides an opportunity for study in an area of Early Childhood Education.

EC 494 Clinic V 1-6 cr. Provides an opportunity through use of selected pupils for demonstration purposes for students to explore and develop applications of theoretical study in a particular area. Infield contact time is 45 hours per semester credit. Field placements are arranged through the Office of Certification and Field Experiences.

EC/RD/SPED 502 Research in Special Programs 3 cr. Prerequisite: EDF 501. Guides graduate students in application of different types of research in their professional setting. Types of research may include individual case studies, action research, quasi-experimental design, ethnographic studies, or others as appropriate.

EC 532 Advanced Physical/Cognitive Development 3 cr. Provides students with an in-depth theoretical and research base for facilitating the physical and cognitive development of children.

EC 533 Advanced Social/Emotional Development 3 cr. Provides an in-depth theoretical study of concepts and applications related to the social and emotional development of young children.

EC 590 Internship V 1-6 cr. Prerequisite: Approved plan of study and approved internship application. Provides experience as an assistant in an early childhood setting.

EC 597 Action Research Project and Seminar 3 cr. Prerequisite: 75% of the plan of study completed successfully. Supports student research in areas relevant to instructional practices, diagnostic procedures, and theoretical issues in early childhood.

Montana State University-Billings

Master of Education - Educational Technology Option

This degree program is designed to prepare educators for leadership positions in educational technology. Individuals successfully completing the program will meet the standards for Advanced Programs in Educational Computing and Technology Leadership adopted by the National Council for Accreditation of Teacher Education.

Courses	Credits
Professional Core	9
EDF 501 Research Design and Interpretation	3
EDF 530 Advanced Human Development and Learning	3
EDCI 610 Curriculum Theory: Analysis and Practice	3
Professional Specialization	18
EDCI 572 Introduction to Educational Technology	3
EDCI 573 Pedagogical Instructional Design	3
EDCI 574 Adaptations and Accommodations for Diverse Learners	3
EDCI 575 Assessment of Learning Outcomes Part I	3
EDCI 576 Instructional Materials Design	3
EDCI 577 Assessment of Learning Outcomes Part II	3
Capstone	6
EDCI 697 Critical Issues in Education	3
EDCI 698 Directed Research Project	3
OR	
EDCI 699 Thesis	6
Total minimum credits required for Educational Technology Option	33

Educational Technology

Professional Core:

EDF 501 Research Design and Interpretation 3 cr. Extends students' undergraduate preparation, via a survey of the broad areas of research that address human behavior, ranging from natural history through experimental strategies to philosophy of science. Engages students in what was historically known as natural philosophy. The concepts, skills, insight, and understanding needed to appropriately apply and interpret this wide range of research are presented, with students engaging in individual projects that lead them through every phase of integrated, though introductory, research. The course provides the basis for further master's level research.

EDF 530 Advanced Human Development and Learning 3 cr. Builds upon relevant undergraduate preparation in order to critically examine the major theories developed to understand human learning and development. Inquiry focuses on criticism of the theories themselves, examination of the empirical support or lack of support they receive, and the professional principles and practices derived from each theory.

EDCI 610 Curriculum Theory: Analysis and Practice 3 cr. Prerequisites: Approved graduate plan of study and prior course in curriculum. Explores past, contemporary, and future directions for curriculum, based on current research. Students will conduct a comprehensive review of the literature in a curricular area of their choice.

Professional Specialization:

EDCI 572 Introduction to Educational Technology 3 cr. Familiarizes computer technology and software applications designed to effectively integrate technology into instruction.

EDCI 573 Pedagogical Instructional Design 3 cr. Provides students with an introduction to the process of instructional design. Students will learn to systematically plan, develop, evaluate, and manage the instructional process and will use this information to create effective instructional materials.

EDCI 574 Adaptations and Accommodations for Diverse Learners 3 cr. Focuses on addressing learning styles, identifying appropriate instructional materials, and implementing state-of-the-art instructional approaches. Students will be introduced to the process of designing instructional strategies for ALL learners.

EDCI 575 Assessment of Learning Outcomes Part I 3 cr. Utilizing instructional technology learnercentered principles in the application of multidimensional approaches in the assessment, evaluation, and measurement of learning outcomes.

EDCI 576 Instructional Materials Design 3 cr. Prerequisite: Consent of instructor. Provides procedures and practice in designing and developing instructional materials. The principles of visual and graphic design and layout will be stressed.

EDCI 577 Assessment of Learning Outcomes Part II 3 cr. Creates projects that engage participants in interactive learning strategies in an online environment. Students will implement technology as a tool to enhance instruction. This is the capstone course for the Certificate program.

Capstone:

EDCI 697 Critical Issues in Education 3 cr. Prerequisite: Approved Plan of Study. Provides experiences in reviewing literature on current issues in education with an emphasis on the synthesis of this research into written and oral presentations.

EDCI/EDF 698 Directed Research Project 3 cr. Prerequisite/Corequisite: EDCI 697. Provides practicing teachers who are pursuing a master's degree the opportunity to engage in a semester-long directed research project. Each student will work closely with a faculty member to develop and conduct a research project and then analyze and present the results of the project. The specific type of research design will vary depending on student interest.

Or

EDCI 699 Thesis 6 cr. Prerequisite: EDF 501 or equivalent and an approved plan of study required. This course may be given the grade of "T" until research and writing is completed and accepted within the time limit of the degree.

EXECUTIVE SUMMARY

DATE: MARCH 2009

PRESENTATION: Exit Report of the October 2008 On-Site Review of the Professional Education Unit at the Montana State University at Bozeman

PRESENTER: Linda Vrooman Peterson, Administrator, Office of Public Instruction
Lynette Zuroff, Director of Teacher Education, Carroll College
Larry Baker, Dean of Education, MSU-Bozeman

OVERVIEW: In October 2009, the Office of Public Instruction conducted a state review of the Professional Education Unit at the Montana State University-Bozeman (MSU-Bozeman). The purpose of the review was to validate the Professional Education Unit's Institutional Report. The State Review Team examined the evidence provided by the unit relating to the conceptual framework, unit standards and specific program standards as articulated in the Board of Public Education (BPE) approved 2007-2013 Professional Educator Preparation Program Standards (PEPPS).

Dr. Lynette Zuroff, Director of Teacher Education at Carroll College in Helena, served as chairperson of the review process and the team. The attached exit report and narrative provide to the BPE the results of the review.

The team recommends provisional approval of the Standards "Met with Weakness" and "Not Met". Provisional approval requires the following action be completed by the Professional Education Unit at MSU-Bozeman. The Dean of Education shall meet with the BPE in May 2009, to describe the unit's plan and progress on meeting the standards "Met with weakness" and "Not Met". If the report to the BPE indicates the Professional Education Unit is making progress toward meeting the standards, the team chairperson and appropriate team members will conduct a focused site visit of the Professional Education Unit at MSU-Bozeman in October 2009. The purpose of the focused site visit will be to verify the standards are met. See the attached Exit Report for the standards "Met with Weakness" and "Not Met"

This item will be presented to the BPE for action at the May 2009 meeting.

REQUESTED DECISION(S): Discussion

OUTLYING ISSUE(S): None

COMMENDATION(S): Discussion

BPE PRESENTATION

**Montana State University – Bozeman Professional Education Unit
State Review Exit Report
October 5-8, 2008**

Dr. Lynette Zuroff, Chairperson

From October 5 to 8, 2008, a thirteen-person team immersed itself in the review of MSU-Bozeman's Professional Education Unit's Institutional Report. The purpose of the On-Site Team's visit was to verify the Institutional Report. Team members read documents, watched videos, toured the campus, and interviewed staff, faculty, administrators, and current and graduated students. The purpose of this document is to summarize the results of the team's findings.

Sub-Chapter 2 – Organization and Administration of Teacher Education

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.210	Conceptual Framework	MET w/Weakness	1

Sub-Chapter 3 – Curriculum Principles and Standards: Basic Program

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.304	Candidate Knowledge, Skills, and Dispositions	MET w/Notation	3
10.58.305	Assessment System and Unit Evaluation	NOT MET	4
10.58.306	Field Experiences and Clinical Practices	MET w/Weakness	6
10.58.307	Diversity	MET	8
10.58.308	Faculty Qualifications, Performance, and Development	MET	10
10.58.309	Unit Governance and Resources	MET w/Weakness	12

Sub-Chapter 5 – Teaching Areas: Specific Standards Initial Programs

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.501	General Requirements	MET w/Notation	13
10.58.502	Agricultural Education	MET	14
10.58.503	Art K-12	MET	15
10.58.508	Elementary	MET	16
10.58.509	English/Language Arts	MET	17
10.58.511	World Languages	MET	18
10.58.513	Health	MET	20
10.58.514	Family and Consumer Sciences	MET	21
10.58.515	Industrial/Technology Education	MET	22
10.58.517	Library Media K-12	MET	23
10.58.518	Mathematics	MET	24
10.58.519	Music K-12	MET	25
10.58.520	Physical Education	MET	26
10.58.521	Reading Specialists K-12	MET	27
10.58.522	Science	MET	28
10.58.523	Social Studies	MET	29
10.58.527	Areas of Permissive Special Competency – Early Childhood	NOT MET	30

Sub-Chapter 5 – Teaching Areas: Specific Standards Advanced Programs

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.512	School Counseling K-12	MET	19
10.58.517	Library Media K-12 – Online Program	MET	23
10.58.522	Science	MET	28

Sub-Chapter 6 – Curriculum Principles and Standards: Advanced Programs

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.601	Program Planning and Development	MET	31
10.58.602	Teaching Areas: Advanced Programs	MET	33
10.58.603	Assessment of Advanced Programs	MET	34

Sub-Chapter 7 – Specializations: Supervisory and Administrative Programs

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.705	School Principals, Superintendents, Supervisors and Curriculum Directors	MET	36

The team recommends provisional approval of the Standards listed above that are marked with "Met with weakness" and "Not Met." Provisional approval requires action by the Professional Education Unit at MSU-Bozeman. The Dean of Education shall meet with the Board of Public Education in May 2009, to describe the plan and progress on meeting the standards that are marked with "Met with weakness" and "Not Met." If the report to the BPE indicates that the Professional Education Unit is making progress toward meeting the standards, the team chairperson and appropriate team members will conduct a focused site visit of the Professional Education Unit at MSU - Bozeman in October 2009. The purpose of the focused site visit will be to verify that the standards are met. The team chairperson will recommend to the BPE either full approval or non-approval of the following standards:

- 10.58.210 Conceptual Framework (Currently Met with weakness)
- 10.58.305 Assessment System and Unit Evaluation (Currently Not Met)
- 10.58.306 Field Experiences and Clinical Practices (Currently Met with weakness)
- 10.58.309 Unit Governance and Resources (Currently Met with weakness)
- 10.58.501 General Requirements (1) (j) & (l) (Currently met with weakness)
- 10.58.527 Areas of Permissive Special Competency – Early Childhood (Currently Not Met)

Commendations:

The review team was impressed with the implementation of dispositions across all program levels.

The unit reacted positively to the needs of K-12 schools by designing programs that reach underserved populations and that extend opportunities for access to advanced programs.

The high incidence of hiring of MSU - Bozeman teacher candidates by the Bozeman Public Schools reflects the quality of the program.

The support and professional staff serve the unit well.

Faculty and staff know individual candidates and are invested in their professional success.

EDLD graduates interviewed agreed unanimously that the program prepared them both theoretically and programmatically for their jobs.

The high quality of the EDLD program is reflected in the fact that its graduates hold local, state and national P-12 leadership positions.

Recommendations:

Establish, implement and maintain a systemic ongoing process of continual reflective analysis of programs and their efficacy within the unit.

Data appear to be collected systematically at the undergraduate level. These data need to be regularly and systematically compiled, summarized, shared and analyzed by the unit and then used to evaluate and improve the efficacy of courses, programs and clinical experiences.

Disseminate and incorporate the conceptual framework across all programs within the unit.

In order to achieve program coherence and assure that assessments measure candidate performance on the conceptual framework program goals, the student teaching outcomes and all other assessments should be explicitly tied to or grouped under the five major program themes articulated in the conceptual framework.

Members of the team worked diligently to verify the report. Technological problems made it difficult and occasionally impossible for some team members to access the documents needed to verify the report. Because evidence was not confined to one location, several team members had to search for needed documents. Two student teachers, both pursuing the same major, and one student who had graduated were made available for interview purposes on the first full-day of the on-site visit. Because this number was very limited, we questioned whether the interview results were representative of the majority of the MSU-Bozeman teacher education students.

Despite the problems the team encountered regarding some supporting evidence, the team members enjoyed the comfortable work and lodging environments. From the first evening, when the team members were introduced to MSU-Bozeman's Professional Education Unit through a poster session, to the conclusion of our visit, staff, faculty, and students welcomed the team and complied with its requests.



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**Denise Juneau
Superintendent**

Montana State University-Bozeman
Professional Education Unit Review
October 5-8, 2008

On-Site Review Team

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Carroll College

Dr. Audrey Peterson
University of Montana

Dr. Claudette Morton
Montana Small Schools Alliance

Dr. Barbara Vail
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Peter Donovan
Certification Standards and Practices Advisory Council

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Helena Public Schools

Kris Goyins
Elliston Public Schools

Office of Public Instruction

Dr. Linda Peterson, State Consultant

Donna Waters, Team Support

ARM 10.58.210 Conceptual Framework

Validating Statement: (1) The unit operates from the basis of a well-defined conceptual framework which establishes a shared vision of the unit's efforts in preparing educators to work in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. (2) The conceptual framework provides structural elements including:

- a. The mission of the institution,
- b. The unit's philosophy, purposes, professional commitments and dispositions,
- c. Knowledge bases including theories, research, the wisdom of practice and education policies,
- d. Performance expectations for candidates, aligning them with professional, state, and institutional standards, and
- e. The system by which candidate performance is regularly assessed.

Sources of Evidence: Interviews with Joe Fedock, Senior Vice Provost; Clyde Carroll, Budget Fiscal Director; Jeff Adams, Assistant Vice Provost; Greg Young, Vice Provost for Undergraduate Education, Larry Baker, Dean of the College of Education, Health and Human Development; Tamara Miller, Dean of Library; Janis Bruwelheide, Professor, C&I: Library; Jioanna Carjuzaa, Associate Professor, C&I: Multicultural Education; Evangelina Riveros Davenport, Student, Multicultural Education; Pat Ingraham, Director of Field Placement and Licensure; Amy Washtak, Graduate Student, Science Education; Deb Redburn, Communication Specialist, College of Education, Health and Human Development; Jamie O'Callaghan, Director, Northern Plains Transition to Teaching; Lidia Runkel, Adj. Professor, Technology Education; Jen Blair, Student, Technology Education; Arthur Bangert, Associate Professor, Adult & Higher & Educational Leadership; Jill Thorngren, Associate Dean of the College of Education, Health and Human Development, Carl Fox, Vice Provost; Kim Obbink, Director of Extended University; Joanne Erickson, EDLD Program Leader; Bryce Carpenter, Patricia Lane, Bob Rydell, Zane Douglass, Jennie Luebeck, Lisa Echert, Cyndi Melahl, Holly Hunta, UTEC faculty members; Jim Boehler and Jennifer Blair, C&I Graduate Students; Kirk Miller, Geoffrey Saunders, Kevin McNelis, Randy Walhal and Lynne Scalia, Graduates.

The Institutional Report; Policies on Governance & Operations, Department Committee Membership, UTEC Committee, Department Workload Policy, Conceptual Framework, Standards Concordance Document, Program Basics, EDCI 240, EDCI 320, EDCI 223 and HDHL 106 syllabi.

Evaluation: While the UTEC faculty and graduates spoke highly of the value of the learning community and appeared to understand the elements of the conceptual framework, the supervisors and the supervising teachers for the field experiences did not know of the conceptual framework. Nor did they feel they had been involved in the development of the framework. The Advisory Board appears to no longer be in place.

With the documentation and the evidence provided it is not possible to see the context for aligning professional and state standards with candidate proficiencies expected by the unit and programs for the preparation of educators.

Commendations: Graduates from the EDLD programs understand that the standards and framework were “foundational” to their program and spoke highly of the value of the learning communities developed in their graduate work and the impact of their network in their professional practice.

The unit is to be commended for the frequent and regular participation of the dean, department heads and program leaders at statewide conferences, forums, etc.

Action research in graduate programs reflect acquisition and application of knowledge on behalf of P-12 students.

Improvements: The unit needs to find ways to involve the field supervisors and supervising teachers in understanding the conceptual framework and the standards of the unit. [10.58.210 (1)(a) Met with Weakness.]

Of major need is the creation of a clear connection between the conceptual framework and the professional and state standards. [10.58.210 (1)(f) and 10.58.210 (2)(d) are Not Met.]

Accreditation Recommendation:

- Meets Standard with Weakness

ARM 10:58:304 Candidate Knowledge, Skills, and Dispositions

Validating Statement: Based on limited evidence it appears that candidates preparing to work in schools as teachers or other professional school personnel know the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. However, the evidence that students have demonstrated outcomes is not coherently aggregated or accessible in the institutional report or in any other documents.

Sources of Evidence: Interviews that were conducted with students (two student teachers and one graduated student), faculty, and staff provided evidence in support of this standard. Supporting materials that were reviewed included the Conceptual Framework, catalog program descriptions and requirements, syllabi, the Elementary Education Resource Guide, the Secondary Education Resource Guide, the Student Teaching Handbook, the portfolio guidelines, two undergraduate portfolios, professional program web sites, PRAXIS II threshold requirements, a content knowledge evaluation form, and a student teacher database.

Evaluation: This standard is met with notation. Evidence to substantiate that this standard is being met was extremely limited. On-site reviewers searched syllabi, reviewed two portfolios and talked with two student teachers and one graduated student. While syllabi and program descriptions indicate that this standard is being met, there is no evidence that assessed, documented, and compiled student performance data are being used to make decisions about program or teacher candidate performance.

Commendations: Teacher candidates are evaluated at clearly described decision points in the program. Dispositions are carefully monitored, and a concerted effort is made to redirect students who do not demonstrate the appropriate dispositions for a career in education.

Recommendations:

Outcome evidence for each standard needs to be collected, aggregated, and analyzed. There was not sufficient evidence that Sub-Standard (1)(j) and (l), which refer to the advanced programs, is being met.

Accreditation Recommendation:

- Meets Standard with Notation

ARM 10.58.305 Assessment System and Unit Evaluation

Validating Statement: (1) The unit does not yet have an assessment system that collects and analyzes data and provides regular and comprehensive information on the applicant qualifications, candidate proficiencies, competence of graduates, unit operations and program quality in order to evaluate and improve the unit and its programs.

Unit assessment practices do include all elements of the “rigorous state test” for recommendation for initial licensure.

Sources of Evidence: Interviews with David Dooley, Provost; Larry Baker, Dean of the College of Education, Health and Human Development; Robert Carson, Education Department Head; Pat Ingraham, Director of Field Placement and Licensure; Marlene Elifritz, Data Specialist, Office of Field Placement and Licensure; Jacquie Bergstedt, Administrative Assistant, Office of Field Placement and Licensure; Cyndi Meldahl, Education Advisor; Jennifer Clark, Data Specialist, Advising Office; members of the University Teacher Education Council (UTEC) to include Patricia Lane, University Studies, Lisa Eckert, English; Zane Douglass, Music; Holly Hunts, Family and Consumer Science; Jennifer Luebeck, Mathematics; Robert Rydell, History; Bryce Carpenter, C&I; University supervisors, to include Lynn Kelting Gibson, Rolane Meyer, Scott Taylor, Bryce Carpenter, Jayne Downey, Joyce Herbeck; Kim Obbink, Executive Director of the Extension University, and graduate students.

Documents to include PEPPS – Concordance Document; Education Data Base Document; Assessment System 2001 Plan; 201A3 PRAXIS II Pass Scores, 202C1 Midterm ST Evaluations; 202C2 Final Student Teaching Evaluation; 207B1 File Review Protocols El Ed; 207B2 File Review Protocols Secondary, 201J2 NPTT Summary Data Base Final Internship Evaluations; Document 20162 Summary Data [sic] Base of Student Teaching Final Evaluations & NPTT Intern Evaluations; Student Teaching Final Evaluation Summary, Fall 03-Spring 04-Summer 04; Returning Student Teachers’ Survey of Cooperating Teachers, University supervisors, and Student Teachers for Fall 03-Spring 04-Summer 04; MSU Survey of Graduates Hired; Candidate Evaluations of University Supervisor, Ed Leadership Comprehensive Exams; C&I Comprehensive Exams; Teaching Portfolio based on INTASC; EDEL414 Portfolio Rubric, 202E1 Final OPI Intern Evaluation; Guidelines for Student Grievances; Graduating Seniors’ Survey Schedules

Evaluation: While the unit does not currently have an assessment system in place, the unit is constructing an electronic data management system that will integrate with and pull data from BANNER, Montana State University’s electronic institutional record system, in order to implement the assessment system described in the Assessment System 2001 Plan document. The unit collects data from multiple assessments of candidate qualifications and proficiencies and currently stores those data in separate electronic databases. There is no evidence that those data are routinely collated, analyzed, and regularly and systematically shared with members of the unit for improvements in unit operations and program quality. While candidate and faculty assessment data are shared with candidates and faculty respectively, the reviewers could not verify whether efforts are made to eliminate sources of bias in performance assessments and procedures or whether improvements have been made in programs or policies as the result of

assessment information. Reviewers also could not verify assessment of competence of graduates of the programs or whether the unit "maintains a record of formal candidate complaints and documentation of their resolutions" (10.58.305 (1)(b)).

Commendations: University and clinical faculty and professional staff are clearly knowledgeable about candidates' individual qualifications and proficiencies, and are invested in supporting candidate success in the education programs or in helping students find other endeavors that may match a given individual's skills and abilities more closely.

Recommendations: Substandard (a) There is a lack of performance documentation and accountability at the program and unit levels. The unit needs to give focused effort and budget priority to establishing and maintaining an assessment system that provides regular and comprehensive aggregate information on applicant qualifications, candidate proficiencies, competence of program graduates, unit operations and program quality.

Substandard (b) Using multiple measures, the unit needs to collect data from its stakeholders (applicants, candidates, recent graduates, faculty, and other members of the professional community) regarding the knowledge, skills and dispositions of licensure candidates prepared in the professional education programs.

Substandard (b) and Substandard (c) These data need to be regularly and systematically compiled, summarized, shared and analyzed by the unit, and then used to evaluate and improve the efficacy of courses, programs and clinical experiences.

In order to achieve program coherence and assure that assessments measure candidate performance on the conceptual framework program goals, the student teaching outcomes and all other assessments should be explicitly tied to or grouped under the five major program themes articulated in the conceptual framework.

Accreditation Recommendation:

- Standard is Not Met

ARM 10.58.306 Field Experiences and Clinical Practices

Validating Statement: The Institutional Report outlines three required Field Experiences for undergraduate program candidates (directly from the IR):

EDCI 102 –In-school Experience. An early field experience for freshmen to begin orienting toward the institution of K12 schools as a preservice teacher. Assignments begin the process of framing candidate understanding and experience to the standards of the profession.

EDEL/EDSD 301 –Para-professional Experience. The practica that parallels the methods courses. 45 contact hours at the secondary level, and 140 contact hours over two semesters at the elementary level. [NOTE: the term “para-professional will be phased out in 2009 since the term has acquired a very different standard meaning in public schools]

EDEL/EDSD 410 –Student Teaching. A twelve or fourteen week intensive immersion experience. Assessments are based on the INTASC standards. Include a week of solo teaching and a comprehensive array of structured experiences and assignments.

All of the field experiences are designed to develop each candidate’s knowledge, skills, and dispositions in teaching to prepare them to be successful educators and to help all students learn.

Sources of Evidence:

- EDCI 102 is completed during the freshman year, EDCI 102 requires freshman students interested in becoming teachers to spend a minimum of 2 hours of orientation, 18 hours observing in a school of their choice and 4 hours of seminar time. Actual observation is completed during either the winter or spring break. The EDCI 102 requirements are documented in the EDCI 102 Packet. The Dean indicated an 80% retention rate of students completing EDCI 102 to completing the program and successfully achieving licensure. No actual data was presented to support this retention rate.
- EDEL/EDSD 302 is completed during the junior year. Completion requirements are listed above. Details and forms were available on the website and are comprehensive in nature. An interview was conducted with Field Placement Office personnel.
- EDEL/EDSD 410 Student Teaching is outlined in the Student Teaching Handbook available on the website. An interview was conducted with Field Office Personnel.

Evaluation: EDCI 102: Interviews with student teachers indicated that maybe EDCI in the freshman year is too early. One student teacher attended her former high school, a slight 6 months after graduation. She was observing a class containing student who were her peers, taught by the same teacher she had while a student. While she did indicate a greater awareness of skills demonstrated by the teacher, she wasn't sure of the value of the experience. The Dean indicated that not all students complete this experience in their freshman year. Students entering the university through University Studies often complete this experience in their sophomore year.

Para-Professional Experience (EDEL/EDSD 302) seemed a much more substantive experience to the student teachers. Student teachers indicated good exchange of information between the student and their cooperating teacher. In an interview, the Field Placement Director indicated a

high level of supervision and cooperation between the student, school and university. Students are removed from para-professional assignments and can be counseled to another profession at this point.

Student Teaching: Both student teachers interviewed were secondary level student teachers, placed locally and were pleased with their placements. Both indicated they felt prepared to student teach. Evaluations are conducted at mid-term (completed by the university supervisor) and at the end of the term (by the student teacher) using the same form, based on INTASC standards. Consistency of evaluation and support by university supervisors may need to be addressed. The interviewed student teachers indicated differences in contact requirements, with one contacting the supervisor daily and the other contacting twice-weekly at best.

In general, recent turnover at both the university and the largest local school district has had an effect on placement opportunity and relationships. Several long-term employees of both entities resigned for various reasons. Existing staff was re-assigned to complete the required tasks until such time as permanent assignments were made. The work was completed, but a window of time exists where perhaps field placement assignments were not made jointly. Staffing is now in place, and a re-development of those key relationships and more involvement of all partners required to provide appropriate, quality experiences for students should be expected in the future.

Commendations: Fairly significant numbers (29 in 2008) of MSU-Bozeman Teacher Education Program Completers are employed by the Bozeman district, a sign of the local district's confidence in program graduates.

Improvements: While tools appear to be in place to assess field experiences, data collected from those assessments does not appear to be reported, analyzed and disseminated. It is clear what candidates must meet upon program completion and subsequent recommendation for licensure. Plans are in place to develop a more collaborative process and improved communication between the Field Placement Office and the university supervisors in particular.

Accreditation Recommendation:

- **Meets Standard with Weakness:** Tools appear to be available to assess Field Experiences, but no evidence is presented to show the collected data are analyzed and disseminated to university supervisors, collaborating teachers and university faculty as a tool for program improvement.

ARM 10.58.307 Diversity

Validating Statement: The unit demonstrates a commitment to ensuring that university administrators, faculty, staff and teacher and administrator candidates have an understanding and awareness of critical diversity issues. The unit explicitly recognizes the importance of implementing Indian Education for All as required in 20-1-501, MCA. The unit has policies in place to ensure diversity of faculty and to ensure diverse representation on faculty committees.

Sources of Evidence: Supporting materials were reviewed and interviews were conducted with staff, faculty and administration. Sources of evidence included the Institutional Report, Policies on Governance & Operations, Department Committee Membership Policies, MSU Faculty handbook and grievance procedures, summary documents for the ILEAD Program, NPTT Program, course syllabi for Diversity and Social Justice Courses, diversity workshop agendas and materials.

The following individuals were interviewed regarding the Diversity standard during the course of the on-site accreditation visit: Joe Fedlock, Senior Vice Provost; Clyde Carroll, Budget Fiscal Director; Art Bangert, Assoc. Prof.; Jionna Carjuzaa; Assoc. Prof.; Robert Darson, Department Head; Larry Baker, Dean; Ann de Onis, Professor; Jayne Downey, Assoc. Prof.; Joanne Erickson, Assoc. Prof.; William Ruff, Assistant Prof.; Pat Ingram, Field Placement; Lynn Kelting Gibson, Student Teaching Supervisor; Rolane Meyer, Student Teacher Supervisor; Bryce Carpenter, Student Teacher Supervisor, Joyce Herbeck, Student Teacher Supervisor.

Evaluation: Throughout the unit, and at the level of university administration, there is a commitment to programs to incorporate Indian Education for All at Montana State University. The unit has expanded course offerings and workshops on diversity topics (EDCI 240 was increased from a 1 credit course to a 3 credit course that is now required for all undergraduate students at the university). The EH&HD Department has also created a course focused on Social Justice for school administrator candidates. The EH&HD Department also secured a 1.2m grant to prepare American Indian teachers for licensure as K-12 administrators. Strong evidence of the Indian Education for All, Essential Understandings is threaded throughout technology and language arts course offerings. Advanced programs focus on meeting student diversity needs through the Northern Plains Transition to Teaching Program.

Commendations: The unit has made a concerted effort during the past few years on a number of fronts to enhance campus-wide understanding of diversity issues and to implement the tenets of Indian Education for All. This commitment is evidenced in the increased course offerings and workshops focused on diversity issues, the ILEAD grant project and the NPTT Program. Updated policies and practices on diversity have strengthened the knowledge and commitment of teacher candidates, faculty, administrators and staff to the promotion of the principles of diversity at MSU-Bozeman.

Improvements: Review team members observed that the infusion of Indian Education for All concepts is more evident and clearly articulated in some course content areas than it is in other content areas.

Accreditation Recommendation:

- Meets Standard

ARM 10:58.308 Faculty Qualifications, Performance, and Development

Validating Statement: The unit hires Faculty qualified in respective areas, has a comprehensive annual evaluation process in place to monitor performance, and provides opportunities for faculty development.

Sources of Evidence: Interviews with Joe Fedlock, Senior Vice-Provost and Clyde Carroll, Budget Fiscal Director; Robert Carson, Education Department Head ; Roberta Kerr, Education Department Secretary; Bryce Carpenter, Professor; Linda Kelting Gibson, Professor of Education, University Supervisor; Jane Downey, Associate Professor; Joyce Herbeck, Professor and Student Teacher , Education; Rolane Meyer, University Supervisor of Student Teaching; Pricilla Lund, K-8 Education Head; Jionna Carjuzaa, Director of Multicultural Education; William Ruff, Assistant Professor; Pat Ingram, Field Placement;

Documents reviewed include: Conceptual Framework, Personnel Files in the Education Department Head Office and various documents posted on the website under Pertinent Information and Faculty links (Faculty Handbook, Promotion of Tenure Review Documents, What Faculty Need for Annual Review etc.).

Evaluation: The Professional Education Faculty personnel files and interviews with the administration and department heads indicate that the full-time permanent faculty have doctorates in the field in which they teach and that there is a comprehensive and systematic evaluation of faculty performance. An annual comprehensive evaluation process begins with a self-evaluation and continues with evaluations from one peer and the department head, and includes student advisee evaluations and student course evaluation data.

Personnel files of temporary and adjunct faculty and new full-time faculty are not complete in regard to documentation of qualifications or evaluations.

Commendations: The unit has a comprehensive annual evaluation process with documentation for the full-time tenure track faculty. The division of responsibility for faculty is echoed in interviews and documented in the personnel files as being for the most part 50% teaching, 30% research, and 20% service. There are modifications for some faculty to accommodate their teaching load. All are well documented in the personnel files of the full-time permanent faculty.

Professional development for faculty is purposeful and deliberate in planning and resources made available for the expectations of the faculty. According to Dr. Robert Crenshaw, Education Department Chair, a rise in funding has more than doubled during the past 7 years going from \$30,000 to \$70,000 to accommodate professional development. Such professional development is directly related to faculty expertise and allows for individuals to interact with others in the field and to expand and share his/her own expertise.

Improvements: (a) Include application information in all faculty personnel files including the temporary adjunct faculty. Each employee and faculty member should have one personnel file in a central area that documents qualifications and evaluation data.

Accreditation Recommendation:

- Meets Standard. The overall standard has been met with the above recommendations for improvement.

ARM 10.58.309 Unit Governance and Resources

Validating Statement: (1) The unit has the leadership, authority, facilities, and, for the most part, budget for the preparation of candidates to meet professional, state, and institutional standards. The differentiated faculty workload policy encourages faculty to meet the professional requirements of teaching, research and service while meeting the work load substandard.

Sources of Evidence: Interviews with Joe Fedock, Senior Vice Provost; Clyde Carroll, Budget Fiscal Director; Jeff Adams, Assistant Vice Provost; Greg Young, Vice Provost for Undergraduate Education, Larry Baker, Dean of the College of Education, Health and Human Development; Tamara Miller, Dean of Library; Janis Bruwelheide, Professor, C&I: Library; Jioanna Carjuzaa, Associate Professor, C&I: Multicultural Education; Evangelina Riveros Davenport, Student, Multicultural Education; Pat Ingraham, Director of Field Placement and Licensure; Amy Washtak, Graduate Student, Science Education; Deb Redburn, Communication Specialist, College of Education, Health and Human Development; Jamie O'Callaghan, Director, Northern Plains Transition to Teaching; Lidia Runkel, Adj. Professor, Technology Education; Jen Blair, Student, Technology Education; Arthur Bangert, Associate Professor, Adult & Higher & Educational Leadership; Jill Thorngren, Associate Dean of the College of Education, Health and Human Development.

The Institutional Report, Policies on Governance & Operations, Department Committee Membership, UTEC Committee and Department Workload Policy

Evaluation: While the unit meets much of the parts of this standard, there is a serious weakness in the resources provided and the lack thereof for support for a unit level assessment and data based management system.

Commendations: The Ask Us advising program instituted since the last review is a strong component of tying the Education Program with the academic programs.

The Renne Library is an impressive resource for the education unit with its electronic journal subscriptions and its endowment for books. The staff and the facility are very user friendly. The unit faculty utilize the Burns Technology Center to a larger extent and offer more online courses than any other set of programs on campus.

Improvements: Substandard (b) and Substandard (e) The unit needs to develop support for assessment and data based management at the unit level.

Accreditation Recommendation:

- Meets Standard with Weakness

ARM 10.58.501 General Requirements

Validating Statement: Review of the Institutional Report indicate that this standard is met with notation

Sources of Evidence: Supporting materials were reviewed and interviews were conducted with staff, faculty and administration. Sources of evidence included Institutional Report, lesson plans, interviews with faculty and candidates, syllabi, candidate work samples, interviews with student teachers.

Evaluation: While other segments of 10.58.501 General Requirements (1) were supported with sufficient evidence, the following were not. Two of the following were met with notation, while two were met with weakness.

- (a) There was no evidence of candidates' ability to integrate knowledge (met with notation)
- (d) Indian Education was not mentioned (met with notation)
- (j) Not all evidence supported that assessment was used to plan instruction (met with weakness)
- (l) Students revealed limited interactions with parents. The undergraduate program candidates revealed limited interactions with parents. (met with weakness)

Improvements: All segments of a standard need to be met.

Accreditation Recommendation:

- Meets Standard with Notation

ARM 10.58.502 Agricultural Education

Validating Statement: Supporting materials were reviewed and they support the standard.

Sources of Evidence: Evidence was gathered from general bulletin and catalog, course syllabi and on line materials

Evaluation: The required courses and other materials provided in the Institutional Report indicate that this standard is met.

Accreditation Recommendation:

- Meets Standard. All the sub-standards are met.

ARM 10.58.503 Art K-12

Validating Statement: The standard is being met as presented on the Institutional Report presented by the Department of Education. Review of the course descriptions, syllabi, texts, and class assessments through the Institutional Report, interviews with faculty, and follow up documentation from faculty prove that this standard is being met.

Sources of Evidence: Evidence to support the decision is based on review of course descriptions, syllabi, and interviews with department faculty.

Evaluation: The required courses, sources of evidence and the information provided in the Institutional Report indicate that this standard is met.

Accreditation Recommendation:

- Meets Standard. All the sub-standards met.

ARM 10.58.508 Elementary

Validating Statement: Review of the course descriptions, syllabi, interviews with faculty and students validate that this standard is being met. The data provided in Institutional Report, syllabi, and text outlines have been reviewed to support this decision. In addition, information about the programs was gathered through interviews with students and faculty.

Sources of Evidence: Evidence to support the decision is based on review of Institutional Report, course descriptions, syllabi, interviews with department faculty and students of the elementary program.

Evaluation: The required courses, sources of evidence, and the information provided in the Institutional Report indicate that this standard is met.

Recommendation: There should be a stronger emphasis on assessment, and the use of assessment data should be used when planning instruction.

Accreditation Recommendation:

- Meets Standard. All sub-standards met

ARM 10.58.509 English/Language Arts

Validating Statement: Review of the course descriptions, syllabi, and interviews with faculty prove that this standard is being met. The documentation provided through the links to syllabi, texts, and assessment in the Institutional Report and information provided by the faculty validate this decision.

Sources of Evidence: Evidence to support the decision is based on review of course descriptions, syllabi, and interviews with department faculty.

Evaluation: The required courses, sources of evidence, and the information provided in the Institutional Report indicate that this standard is met..

Commendations: The Miscue Analysis Project, in which students are required to complete, discussed through faculty interview, strongly addresses Standard 1a and 1b.

Accreditation Recommendation:

- Meets Standard. All sub-standards met.

ARM 10.58.511 World Languages

Validating Statement: Through reviewing the course syllabi, course objectives, and interviewing a member of the faculty in this area, it has been determined the standard has been met. The documentation, as provided through the Institutional Report, from each language area - Spanish, French, and German - validates that the standard is being addressed.

Sources of Evidence: Evidence was gathered from catalog, course syllabi, and interviews with department faculty, and supporting documents provided by the faculty.

Evaluation: The required courses, sources of evidence, and the information provided in the Institutional Report indicate that this standard is met.

Accreditation Recommendation:

- Meets Standard. All sub-standards have been met.

ARM 10.58.512 Counseling K-12

Validating Statement: This statement provides verification of the Institutional Report as presented by the Department of Education meets the standards. Review of the course descriptions and syllabi provided through the Institutional Report prove that this standard is being met.

Sources of Evidence: Evidence to support the decision is based on review of course descriptions, syllabi, and course catalog.

Evaluation: The required courses, sources of evidence, and the information provided in the Institutional Report indicate that this standard is met.

Commendations: The School Counseling Internship (HDCO 576) exceeds the requirements of Standard 10.58.512 j.i and the Professional Counseling Practicum (HDCO 571) also exceeds requirements of Standard 10.58.512 j.ii

Accreditation Recommendation:

- Meets Standard. All sub-standards met.

ARM 10.58.513 Health

Validating Statement: Supporting materials were reviewed and they support the standard.

Sources of Evidence: Evidence was gathered from a general bulletin and a catalog, course syllabi, faculty interview and on-line materials. The Institutional Report was incomplete, but the reviewers were able to find evidence to verify that standards were met.

Evaluation: The required courses and other materials provided in the Institutional Report indicate that the standard is met.

Accreditation Recommendation:

- Meets Standard. All sub-standards met.

ARM 10.58.514 Family and Consumer Science

Validating Statement: Supporting materials were reviewed and they support the standard.

Sources of Evidence: Evidence was gathered from general bulletin and catalog, course syllabi and on line materials

Evaluation: The required courses and other materials provided in the Institutional Report indicate that this standard is met.

Accreditation Recommendation:

- Meets Standard. All sub-standards met.

ARM 10.58.515 Industrial Technology Education

Validating Statement: Supporting materials were reviewed and interviews were conducted with students and faculty. Review of student generated materials and interviews support the standard.

Sources of Evidence: Evidence gathered from general bulletin and catalog, course syllabi and interviews with department faculty.

Evaluation: The required courses and other materials provided in the Institutional Report indicate that this standard is being met.

Commendations: The Industrial Technology Education program produces excellent teaching candidate with limited resources.

Accreditation Recommendation:

- Meets Standard. All sub-standards met.

ARM 10.58.517 Library Media K-12

Validating Statement: Supporting materials were reviewed and they support the standard.

Sources of Evidence: Evidence gathered from general bulletin and catalog, course syllabi.

Evaluation: The required courses and aligned assessments provided in the Institutional Report indicate that the standard is met.

Commendations: The program is an online program that is open to many and diverse candidates.

Accreditation Recommendation:

- Meets Standard. All sub-standards met.

ARM 10.58.518 Mathematics

Validating Statement: Verification of the Institutional Report as presented by the Department of Education has proven that the standard is being met. Review of course descriptions, syllabi, text outlines, faculty interviews, and assessments provided through the Institutional Report support that the standard is being met.

Sources of Evidence: Evidence to support the decision is based on review of course descriptions and syllabi.

Evaluation: The required courses, sources of evidence, and the information provided in the Institutional Report indicate that the standard is met.

Accreditation Recommendation:

- Meets Standard. All sub-standards met.

ARM 10.58.519 Music K-12

Validating Statement: Supporting materials were reviewed and they support the standard.

Sources of Evidence: Evidence was gathered from the general bulletin and catalog, course syllabi and on line materials

Evaluation: The required courses and other materials provided in the Institutional Report indicate that the standard is met.

Accreditation Recommendation:

- Meets Standard. Most the sub-standards were met, but the reviewers found no evidence to support that substandard 10.58.51 1.a. is met.

ARM 10.58.520 Physical Education

Validating Statement: Review of the course descriptions, syllabi, interviews with faculty, and follow-up documentation from faculty prove that this standard is met. Follow-up documentation included expansions on course objectives, course goals, and detailed syllabi of required courses. Faculty explanation of course materials and course content, gained through interviews, further support this decision.

Sources of Evidence: Evidence to support the decision is based on review of course descriptions, syllabi, and interviews with department faculty.

Evaluation: The required courses, sources of evidence, and the information provided in the Institutional Report indicate that the standard is met.

Commendations: In EDEL 335 and EDEL 303 students used Montana Native American games and dances.

Accreditation Recommendation:

- Meets Standard. All sub-standards met.

ARM 10.58.521 Reading Specialist K-12

Validating Statement: Verification of the Institutional Report as present by the Department of Education has proven that the standard is met. After reviewing course descriptions, goals, objectives and syllabi this decision is supported. In addition, review of specific course materials and interview with faculty members verified that the standard is met.

Sources of Evidence: Evidence that this standard is met was gathered from course syllabi, interview with faculty, review of the Institutional Report, and review of course material.

Evaluation: The required courses, sources of evidence, and the information provided in the Institutional Report indicate that the standard is met.

Commendations: Review of literature used in EDEL 305 showed a strong emphasis on diversity.

Accreditation Recommendation:

- Meets Standard. All sub-standards met.

ARM 10.58.522 Science

Validating Statement: Supporting materials were reviewed and an interview was conducted. The interview and the review of the submitted materials indicated that the Science Education undergraduate program prepares future science teachers with a teaching foundation that is research and standards driven.

Sources of Evidence: Course descriptions, faculty interviews, student work.

Evaluation: Most of the required courses provided in the IR meet the standards. Upon further investigation, the reviewers found no evidence to support that substandard 10.58.522 6 e. 10.58.522.7 h. are met.

Commendations: The evidence that was reviewed supports that candidates understand the concept that standards drive teaching and that data is used to support decisions. Science teacher candidates are expected to reflect and respond to the reflection.

Accreditation Recommendation:

- Meets Standard Initial and Advanced

ARM 10.58.523 Social Studies

Validating Statement: Supporting materials were reviewed and they support the standard.

Sources of Evidence: Evidence was gathered from interviews with faculty and candidates , the general bulletin and catalog, course syllabi and online materials

Evaluation: The required courses and other materials provided in the Institutional Report indicate that the standard is met.

Accreditation Recommendation:

- Meets Standard. All sub-standards met.

ARM 10.58.527 Early Childhood

Validating Statement: The Institutional Report was incomplete. No evidence to support this program was provided.

Sources of Evidence:

Evaluation:

Commendations:

Improvements:

Accreditation Recommendation:

- Standard is not met. No documentation was submitted.

ARM 10.58.601 Program Planning and Development

Validating Statement: This on-site review supports the conclusion that the Department of Education meets the expectations of Standard 10.58.601 without exception.

Sources of Evidence:

- The on-site review team conducted a comprehensive document review that included examination of the Institutional Report, Off-site Review of the IR, web-based materials, course descriptions, course syllabi, program and committee meeting agendas and notes, university, college and department policies and procedures.
- Document review was supplemented by interviews with:
 - the Vice Provost for Graduate Education
 - the Dean of the College
 - the Head of the Department of Education
 - leaders of specific programs and the Director of the Extended University
 - students enrolled in specific programs
 - graduates/ former candidates of the reviewed programs

Evaluation:

- The document review and interviews provided evidence of consistent fidelity to the state review and accreditation standards, to the conceptual framework, and to pertinent standards established by several national accrediting and standards-setting professional entities.
- The review process also revealed integration of standards in critical aspects of program planning, and development as well in the design and delivery of graduate programs and specific courses within those programs.
- The review process showed there is a consistent understanding and application of the conceptual framework and standards by program leaders, the Department Head, and advanced program faculty.
- Students and recent graduates uniformly expressed understanding of the conceptual framework and many of the standards that are foundational to the programs under review.
- Furthermore, students and recent graduates uniformly reported that the reviewed programs and courses have provided the knowledge, skills and dispositions that they have applied in the field and that have served them well in their professional work in the field.

Commendations: The program planning and development process employed by the College of Education and the Division of Graduate Education appears to provide responsiveness to certain critical statewide and regional educational needs while assuring the quality, rigor and relevance of each program and its component courses.

The relationship between the Division of Graduate Education and the College of Education appears to be a very positive factor in the productive program planning and development process and its outcomes.

The development of online programs, i.e. Northern Plains Transition to Teaching, Library Media, Masters of Science in Science Education, and Masters of Science in Math Education

meet several critical needs of K-12 education, and provide a significant and vital service to Montana and regional schools and to individual teachers of the state and region.

Improvements: The College of Education may want to consider program development that is more continuous and that uses aggregated student performance data, input from the field, and other evaluative information to effect more “nimble” course and program improvements.

Accreditation Recommendation:

- **Meets Standard:** The on-site review team found evidence of consistent fidelity to the standard and no evidence of failure to meet the standard.

ARM 10.58.602 Teaching Areas: Advanced Programs

Validating Statement: The unit demonstrates a commitment to both content and rigor appropriate to the competence of students in advanced programs. The content of special area programs and/or professional education provide breadth in the field, detailed study of one or more specialized aspects of the field and access and application of new research.

Sources of Evidence: Supporting materials were reviewed and interviews were conducted with faculty, administration, advance program graduates and students. Sources of evidence include the Institutional Report and accompanying Off-site Report, Application for Admission into advance programs, Professional Education Option Program Objectives, summary documents for the ILEAD Program, NPTT Program, University Supervisor handbook for the NPTT Student Teacher, ELCC Standards, ISLLC Standards, course syllabi for the areas of MSSE, MSME, Library Media, C&I, EDLD, graduate seminar agendas and capstone projects.

The following individuals were interviewed regarding the Teaching Area: Advanced standard during the course of the on-site visit: Carl Fox, Vice Provost for Graduate Education; Janis Bruwelheide, Professor, Library Media; Kim Obbink, Exec. Director of extended University; Kevin McNelis, Principal; Godfrey Saunders, Principal; Randy Walthall, Principal; Kirk Miller, Superintendent; Lynne Scalia, Superintendent; and Kim Boehler, graduate student and unit faculty member.

Evaluation: At the unit and at the level of university administration, there is a commitment to advanced programs that meet students' learning at their level of proximal development, building on current levels of knowledge and encouraging growth through academic rigor that incorporates access, analysis and application of research as it applies to student learning.

Interviews with graduates of advanced programs reflected a consensus regarding the quality and breadth of course content, an appreciation of the extensive exposure to contemporary research, the applicability of course requirements in research design, and course of study that was programmatic, planned, sequenced, purposeful and relevant to their current positions.

Commendations: This unit has made concerted efforts to extend advance program opportunities to not only current teachers with Class 2 licenses, but also to adult "career switchers," professionals who already hold a degree in a teachable area and desire a graduate level experience that would result in initial licensure in education. Additionally, access to advanced programs is being expanded through quality online programs like Library Media and MSSE.

Accreditation Recommendation:

- Meets Standard for all advanced programs:
 - School Counseling
 - Library Media
 - Master of Science in Science Education
 - Northern Plains Transition to Teaching Program.

ARM 10.58.603 Assessment of Advanced Programs

Validating Statement: The unit has established institutional program standards for advance programs that ensure successful candidates meet or exceed standards of performance reflecting their ability to demonstrate the knowledge, skills and dispositions necessary to meet professional, national and state standards and assessments for the field. Every component of the standard was met without exception.

Sources of Evidence: Supporting materials were reviewed and interviews were conducted with faculty, administration, advance program graduates and students. Sources of evidence include the Institutional Report and accompanying Off-site Report, Professional Education Option Program Objectives, program web pages, summary documents for the ILEAD Program, NPTT Program, University Supervisor handbook for the NPTT Student Teacher, NBPTS Standards, INTACS Standards, CACREP, ELCC Standards, ISLLC Standards, course syllabi for the areas of MSSE, Library Media, C&I, EDLD, graduate seminar agendas and capstone projects.

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Evaluation:

- Action research projects demonstrating original scholarship focus on bringing formal research methodologies into practical application centered on improvement of student performance.
- EDLD program meets or exceeds performance standards established by ELCC Standards.
- Candidates are assessed on their ability to plan, monitor and evaluate student learning specifically in internship and final capstone projects, formal presentations and comprehensive exam process.
- Candidates are assessed on their ability to demonstrate reflective professional practice by basing decisions on systematic inquiry that they themselves construct.
- Course dynamics and teaching strategies model best practice and are designed to create learning communities.
 - Interviews with current graduate students and graduates of advanced programs spoke to the value of the group dynamics and learning communities fostered during their graduate work.
- Both graduates of advance programs and current graduate students concurred that they were made aware of the scope and purposes of the assessments used by the unit and its program as they develop their ability to apply research, research methods, and knowledge of learning and practices that support learning.
- Field experiences are planned and sequenced to allow observation and evaluation of knowledge, disposition, skills and effects on student learning.

- Evidence of individual student performance data was prolific and well documented, however...
- Evidence supporting the use of aggregated student performance data in program planning and evaluation was lacking.

Commendations: Graduates of advanced programs recognized that INTASC and ISLLC Standards were embedded in the advanced program curriculum and foundational to the program. EDLD graduates interviewed agreed unanimously that the program prepared them “for the job” both pragmatically and theoretically by providing both content and practical knowledge. They saw all assignments as relevant to what they were doing professionally.

Accreditation Recommendation:

- Meets Standard

ARM 10.58.705 School Principals, Superintendents, Supervisors, and Curriculum Directors

Validating Statement: This on-site review supports the conclusion that the Department of Education meets the expectations of Standard 10.58.705 without exception.

Sources of Evidence:

- The on-site review team conducted a comprehensive document review that included examination of the Institutional Report, Off-site Review of the IR, web-based materials, course descriptions, course syllabi, program and committee meeting agendas and notes, university, college and department policies and procedures.
- Document review was supplemented by interviews with:
 - the Head of the Department of Education
 - the Education Leadership Program Leader
 - graduates/ former candidates of the reviewed programs

Evaluation:

- The document review and interviews provided evidence that the program in Educational Leadership and its component courses exhibit a pervasive fidelity to the state review and accreditation standards, to the conceptual framework, and to standards established by the Interstate School Leaders Licensure Consortium (ISSLC).
- The review process showed there is a consistent understanding and application of the conceptual framework and standards by the Program Leader, the Department Head, and program faculty.
- Students and recent graduates uniformly expressed understanding of the conceptual framework and many of the standards that are foundational to the programs under review.
- Furthermore, students and recent graduates uniformly reported that the reviewed programs and courses have provided the knowledge, skills and dispositions that they have applied in the field and that have served them well in their professional work in the field.

Commendations: The Indian Leadership Education and Development (ILEAD) project within the Educational Leadership program is showing early success in the development of American Indian educational leaders, and is addressing a need that is vital to the overall success of Native American students in Montana and in neighboring states. Secondly, the presence of Native American students in the Education Leadership program is enhancing the cultural awareness and responsiveness of all students in those courses.

EDLD is preparing effective Principals and Superintendents for Montana's K-12 education system, as evidenced by the provided exuberant and scholarly testimony of graduates and certificate-earners of the program.

Accreditation Recommendation:

- **Meets Standard:** The on-site review team found evidence of consistent fidelity to the standard and no evidence of failure to meet the standard.

EXECUTIVE SUMMARY

DATE: MARCH 2009

- PRESENTATION:** Joint NCATE/State Review of the Professional Education Unit at the University of Montana-Western
- PRESENTER:** Linda Vrooman Peterson, Administrator, Office of Public Instruction
Mary Susan Fishbaugh, Interim Dean of Education, MSU-Billings
Karl Ulrich, Provost and Vice Chancellor for Academic Affairs, UM-Western
Delena Norris-Tull, Associate Professor, Science Education, UM-Western
- OVERVIEW:** In October 2009, the Office of Public Instruction (OPI) conducted a Joint NCATE/State Review of the Professional Education Unit at the University of Montana-Western in Dillon. The purpose of the review was to validate the unit's Institutional Report. The Montana State Review Team examined the specific program standards articulated in the Board of Public Education (BPE) approved 2007–2013 Professional Educator Preparation Program Standards (PEPPS). The NCATE State Team examined the NCATE Unit Standards, which are incorporated into the Montana PEPPS.
- Dr. Mary Susan Fishbaugh, Interim Dean of Education at Montana State University-Billings, served as chairperson of the review process and the team. The attached report provides the BPE with the results of that review. This item will be presented for action to the BPE in May 2009.
- REQUESTED DECISION(S):** Discussion
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Discussion



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Denise Juneau
Superintendent

University of Montana Western – Professional Education Unit State Review Exit Report October 25-29, 2008

Dr. Mary Susan Fishbaugh, Chairperson

From October 25 to 29, 2008, a Joint NCATE/Montana team conducted an on-site review of the University of Montana – Western's Professional Education Unit. The purpose of the Joint On-Site Team's visit was to verify the Institutional Report. Team members read documents, watched videos, toured the campus, and interviewed staff, faculty, administrators, and current and graduated candidates.

The Montana on-site review specifically examines the teaching areas program standards as established by the Board of Public Education (BPE). It was the consensus of the state team that overall the unit has strong programs that meet the standards. The purpose of this document is to summarize the results of the team's findings.

Sub-Chapter 5 – Teaching Areas: Specific Standards

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.501	General Requirements	MET with Notation	1
10.58.503	Art K-12	MET	2
10.58.505	Business and Information Technology Education	MET	3
10.58.507	Theatre/Drama	MET	4
10.58.508	Elementary Education	MET	5
10.58.509	English/Language Arts	MET	6
10.58.510	Students with Disabilities K-12	MET	7
10.58.513	Health	MET	8
10.58.515	Industrial/Technology Ed	MET	9
10.58.517	Library Media K-12	MET	10
10.58.518	Mathematics	MET	11
10.58.519	Music K-12	MET	12
10.58.520	Physical Education	MET	13
10.58.521	Reading Specialists K-12	MET with Notation	14
10.58.522	Science – Broadfield	MET	15
10.58.522	Science – Earth Science	MET	16

ARM	TITLE	STATUS	NARRATIVE REPORT Page Number
10.58.522	Science – Biology	MET	16
10.58.523	Social Studies - Broadfield	MET	17
10.58.523	History	MET with Notation	19
10.58.527	Areas of Permissive Special Competency - Early Childhood	MET	20
10.58.528	Computer Science	MET	21

The NCATE Report will be provided as a separate document to the University of Montana – Western and the Board of Public Education.

Members of the team worked diligently to verify the report. The Institutional Report and supporting materials were well organized and easily accessible. Faculty, administrators, candidates, and education partners made themselves available for interviews and follow-up documentation.

The team members enjoyed the comfortable work and lodging environments. From Sunday evening, when the team members were introduced to Professional Education Unit through a poster session and reception, to the conclusion of our five-day visit, staff, faculty, administrators, and candidates welcomed the team and cooperated with the team in meeting all its requests.

Commendations

- Faculty clearly work collaboratively developing and refining the university's philosophy of experiential approach, which enables the candidates to connect concepts to student's prior knowledge and applying the ideas to real-world issues.
- Candidates are proactive and utilize community resources that support student learning. Candidates in all programs across campus develop, plan, and execute activities community-wide to improve student learning.
- Early Childhood education program data indicate these candidates are able to meet/exceed expectations involving the professional dispositions of their field. Indicators include working with families, communities, and other professionals as they partner to support student development and learning.
- The unit has developed a comprehensive assessment system that is aligned with its conceptual framework and other professional standards, monitors candidate performance, and manages and improves its operations and programs. It regularly examines the validity and utility of assessment data and makes modifications as appropriate.
- Unit faculty and candidates regularly review candidate assessment data on candidates' ability to work with all students and develop a plan for improving their practice and the unit's programs.
- UMW is a cohesive, collaborative community of students, faculty, staff and administration, and the unit is seen as playing a strong leadership role on campus, especially in the area of assessment.
- All professional education faculty are actively engaged in dialogue about the design and delivery of instructional programs in both professional education and P-12 schools. They are actively engaged as a community of learners.

Recommendations

- According to the IR, the unit's criteria require school faculty retain a Master's degree. Interviews indicate differently. Principals were not aware of any specified criteria and choose their school faculty based on professional judgment. The unit assumes the principal is choosing "master teachers" for the clinical practice, but not necessarily a person with a master's degree.
- Although the campus size and the unit's social constructivist philosophy lend themselves to informal working relationships and decreased bureaucracy, the informality results in a chain of command and lines of communication that are not clear, and external confusion regarding unit leadership.
- The unit's process for faculty access to professional development funding is not clear.
- Field experiences for secondary education is not extensive enough to provide opportunities for candidates to develop and demonstrate the knowledge, skills, and dispositions for helping all students learn.
- Not all candidates are guaranteed field experiences and clinical practices that allow them to demonstrate the knowledge, skill, and dispositions consistent with the conceptual framework to help all students learn consistent with the conceptual framework's social constructivist approach.
- Less than one-third of unit faculty have terminal degrees. The case for exceptional expertise was not sufficiently compelling.
- Five of the 27 full-time unit faculty members have not taught full-time in a P-12 classroom setting.

**University of Montana Western – Professional Education Unit
State Review Exit Report
October 25-29, 2008**

Program Narratives

ARM 10.58.501: General Requirements

Validating Statement: Review of the Institutional Report indicates that this standard is met with notation.

Sources of Evidence: Supporting materials were reviewed and interviews conducted with candidates, staff, faculty and administration. Evidence reviewed included Institutional Report, lesson plans, interviews, syllabi, candidate work samples, interviews with student teachers, conceptual framework.

Evaluation: The standard 10.58.501 General Requirements was met with a notation relating to 10.58.501 (1) (a) Indian education. The elementary and secondary education programs include experiential components and ensure that students have multi-cultural teaching experiences. However, there is not explicit, consistent and coherent curriculum to ensure that all candidates learn the history, cultural heritage and contemporary status of American Indians and tribes in Montana. There doesn't appear to be an agreement about what content needs to be taught or a clear plan for ensuring that students receive the appropriate pre-service preparation that will enable them to teach children about Montana's Indians in accord with the 7 Essential Understandings.

Assessment Aligned to Standard: Candidate performance in General Education, education and specific discipline courses is assessed by oral and written presentations, research papers, projects, exams, and observations.

See specific content area narrative reports.

Improvements: All sections of this standard must be met.

Accreditation Recommendation:

- Meets Standard with Notation

ARM 10.58.503: Art K-12 (Broadfield and Minor)

Validating Statement: Review of the Institutional Report and other evidence indicates that this standard is met. Interviews were conducted with Randy Horst, Department Chair, and Eva Mastandrea, Art Education Specialist, for program information. The Education Department faculty and Art Department faculty work well together to support teacher candidate preparation. Candidates are provided comprehensive course offerings that lead to well-prepared teachers.

Assessment Aligned to Standard: The content topics in the assessments are consistent with the standards. In reviewing the assessments, it was determined that they do address the range of knowledge, skill, and dispositions that are delineated in the standard as well as in the majority of the standard content. The assessments were also found to be congruent with the complexity of the cognitive demands, and skill requirements which are described in the standards. Scoring guides are clear with the levels of candidate proficiency being distinct and appropriate.

Sources of Evidence: UMW General Catalog, Institutional Report, Conceptual Framework, Course Syllabus, and Program Report were reviewed; also exhibit viewed provided by students showing their work and discussing their program specifics with details regarding student teaching preparation. Interviews conducted with department chair and Art Education Specialist.

Evaluation: The department chair and art education specialist are firmly grounded in the art education program, which is comprehensive. Faculty experience is excellent and they carry this to the fullest extent in providing a very well-rounded arts education program for candidates. The program syllabi provided are aligned to the Montana standard.

Accreditation Recommendation:

- Meets Standard

ARM 10.58.505: Business and Information Technology Education

Validating Statement: Review of the Institutional Report and supporting materials and interviews indicates the standard is met. Interviews were conducted with students and faculty (Denise Holland, Instructor, Business; Doug Daenzer, Instructor, Business; Frederick Chilson, Assistant Professor, Business). Interviews, program requirements (UMW), course syllabi, and the IR revealed a program designed to provide students comprehensive preparation for teaching in the target areas.

Assessment Aligned to Standard: Assessments are aligned with program goals and will validate candidate performance in achieving those goals.

Sources of Evidence: Evidence gathered from the Institutional Report, general bulletin and catalog, course syllabi, candidate portfolio, interviews with department faculty, students, and others.

Evaluation: Based on document examination and interviews with faculty and students, reviewers found that the program provides appropriate classroom and field experiences to ensure that candidates will be successful teachers in the target disciplines. Content relevant to Indian Education for All is not clearly grounded in the 7 Essential Understandings about Montana Indians, but Native American Studies is included in course instruction and project requirements.

Commendations: Program sequence can lead to Microsoft Office Specialist certification.

Accreditation Recommendation:

- Meets Standard

ARM 10.58.507: Theatre/Drama

Validating Statement: Review of the Institutional Report and supporting materials and interviews indicate that the standard is met. An interview was conducted with Mr. Larry Brazill, Instructor of Drama. Mr. Brazill stated that the program provides the skills necessary for candidates to develop school programs at the K-12 levels. He believes that the Experience One Block schedule works very well with the arts programs allowing more time for experiential practice. The program is small and serves less than 10 students in the minor.

Assessment Aligned to Standard: Content topics in the coursework are consistent with standards. Assessments address the range of knowledge, skill and dispositions in the standard. The majority of standard content is addressed in the assessments.

Sources of Evidence: As part of this evaluation process the following items were reviewed: program requirements, faculty interview, the 2008/2009 course catalog and the Institutional Report.

Evaluation: The minor areas appear to be comprehensive and meet the standard. A review of content proficiency shows that students were well prepared for classroom teaching.

Accreditation Recommendation:

- Meets Standard

ARM: 10.58.508: Elementary Education

Validating Statement: Review of the Institutional Report and supporting materials and interviews indicate that the standard is met. Interviews were conducted with candidates and faculty (Kathy Shipman, Instructor of Education; Dr. Jeri Bonnin, Associate Professor; and Dr. Linda Reiten, Professor). The Elementary Education program is a large program with approximately 167 majors. The program provides content instruction in the classroom, as well as, a significant number of field experience opportunities both in surrounding community schools and in an on-campus program, e.g., Rural Fridays. The field experiences give the students opportunities to apply their skills and knowledge in the classrooms. Current students and recent graduates report that they are well prepared to begin student teaching and their careers in the classroom.

Assessment Aligned to Standard: Content topics in the coursework are consistent with standards. A review of assessments showed that content is assessed through both formal and informal assessments. A comprehensive three phase portfolio assessment addresses INTASC performance standards as students progress through the program. The 2007-2008 PRAXIS II results show that 87% of students met passing criteria in the content areas. The program assessments address the range of knowledge, skill and dispositions in the standard.

Sources of Evidence: As part of this evaluation process the following items were reviewed: program requirements, faculty interviews, student interviews, course syllabi, TEP Phase III Portfolio and assessment data, Content Knowledge Praxis II data, the 2008/2009 course catalog and the Institutional Report.

Evaluation: The evidence shows that the required courses and aligned assessments meet the standards.

Accreditation Recommendation:

- Meets Standard

ARM 10.58.509: English/Language Arts

Validating Statement: Review of the Institutional Report and supporting materials and interviews indicates that the standard is met. Interviews were conducted with Dr. Diana Francis and Dr. Alan Weltzein of the English department. Both indicated that their department enjoyed a very cooperative relationship with the education department and that candidates seemed appropriately prepared for their English education courses. Detailed descriptions of various courses, particularly for the secondary education majors were discussed, as well as specific courses where American Indian authors and works were infused throughout the curriculum. One such course is "Early American Voices," which includes tribal writers in the works which are covered; another is "Western Literature," which showcases regional native authors and poets. Additionally, the "Oral Traditions" course includes several native works for students to explore.

Candidates are involved in creative educational technology projects in which authors are highlighted and candidate research is posted on the campus web site. Bethany Blankenship, a professor in the department, demonstrated the latest digital project created by the candidates. The program serves approximately 36 majors and two minor candidates.

Assessment Aligned to Standard: The content topics in the assessments are consistent with the standards. In reviewing the assessments, it was determined that they do address the range of knowledge, skill, and dispositions that are delineated in the standard as well as in the majority of the standard content. The assessments were also found to be congruent with the complexity of the cognitive demands, and skill requirements which are described in the standards. Scoring guides are clear with the levels of candidate proficiency being distinct and appropriate. The differentiated opportunities for students to "show what they know" are optimal for multiple intelligences.

Sources of Evidence: Evidence examined were the Institutional Report, syllabi, candidate work, exhibit pieces provided by the department and candidates, the institutional report, the conceptual framework, candidate portfolios, and interviews with faculty.

Evaluation: The English department provides a program of study that meets the standard.

Accreditation Recommendation:

- Meets Standard

ARM 10.58.510: Special Education

Validating Statement: Review of the Institutional Report and supporting materials and interviews indicates that the standard is met. Interviews were conducted with current students and faculty (Kathy Shipman, Instructor of Education and Dr. Linda Reiten, Professor). The Special Education minor program is a small program with approximately 16 students. The program of study leads to an endorsement to teach students with disabilities in the state of Montana. Students must also possess licensing in Elementary Education or a Secondary content area. The program is currently taught exclusively online. One recent graduate, currently employed in a middle school special education classroom, reported that he was adequately prepared to work with students who have disabilities. Although coursework is provided online, students also periodically attend on-campus workshops in specific areas such as reading and behavior management. Field experiences, which are provided in the minor program, as well as, the major give students experiences with diverse groups of students including those with disabilities. The success of the program can be directly attributed to the highly qualified and experience of the special education staff who work in the area.

Assessment Aligned to Standard: Content topics in the coursework are consistent with standards. A review of assessments showed that content is assessed through both formal and informal assessments. The program assessments address the range of knowledge, skill and dispositions in the standard by using a variety of assessments to measure student's knowledge and skills.

Sources of Evidence: As part of this evaluation process the following items were reviewed: program requirements, faculty interviews, student interviews, course syllabi, TEP Phase III Portfolio and assessment data, the 2008/2009 course catalog and the Institutional Report.

Evaluation: The evidence shows that the required courses and aligned assessments meet the standard.

Accreditation Recommendation:

- Meets Standard

ARM 10.58.513: Health

Validating Statement: Review of the Institutional Report and supporting materials and interviews indicate that this standard is met. Review of Health and Human Performance program clearly shows a comprehensive curriculum designed to provide majors and minors with the knowledge and skills they will need to teach health enhancement, physical education and fitness, and healthy lifestyles. An interview with Dr. Megan Chilson, Associate Professor, and Jeanelle Handlos, full-time athletic trainer and part-time instructor, provided a wealth of information about the complete program offered at Western, including student work exhibits from the reception given.

Dr. Chilson also indicated that focus in lesson planning for physical education includes student candidates writing plans about Native American games. This plan must include a narrative by the student relating the history, origin, and purpose of the game chosen for research. This is an excellent example of infusion of Montana's Indian Education for All curricula.

The Health and Human Performance program currently has 85 majors and five minor candidates.

Assessment Aligned to Standard: The content topics in the assessments are consistent with the standards. In reviewing the assessments, it was determined that they do address the range of knowledge, skill, and dispositions that are delineated in the standard as well as in the majority of the standard content. The assessments were also found to be congruent with the complexity of the cognitive demands, and skill requirements which are described in the standards. Scoring guides are clear with the levels of candidate proficiency being distinct and appropriate. Students engage in many ways of self-evaluation, including peer teaching, which provides peer evaluation as well.

Sources of Evidence: Review of the Institutional Report, course syllabi, interviews with faculty and students, the 2007-2008 catalog and the exhibits provided by students.

Evaluation: This program meets the standard.

Commendations: The lesson planning of teaching American Indian games with the inclusion of a narrative piece reflecting on the history, origin, and purpose of the game is an excellent way of infusing Indian Ed into the HHP curriculum.

Accreditation Recommendation:

- Meets Standard

ARM 10.58.515: Industrial Technology Education

Validating Statement: Review of the Institutional Report and supporting materials and interviews indicate that the standard is met. Interviews were conducted with students and faculty (Gary Frey, Professor, Industrial Technology; Christopher Guttenberg, Assistant Instructor, Industrial Technology). Interviews, program requirements (UMW catalog), course syllabi, and the IR revealed a program designed to provide students comprehensive preparation for teaching in the target areas.

Assessment Aligned to Standard: Assessments are aligned with program goals and will validate students' achieving those goals.

Sources of Evidence: Evidence gathered from the Institutional Report, general bulletin and catalog, course syllabi, candidate portfolio, interviews with department faculty and others.

Evaluation: Based on document examination and interviews with faculty and candidates, reviewers found that the program provides appropriate classroom and field experiences to enable graduates to become successful teachers in the target disciplines. Content relevant to Indian Education for All is not clearly grounded in the 7 Essential Understandings about Montana Indians, but Native American Studies is included in course instruction and project requirements.

Commendations: The quality of graduates from the UMW Industrial Technology program, whether teachers or technologists, are of such high quality that they are actively recruited by schools and industries throughout the western United States.

Accreditation Recommendation:

- Meets Standard

ARM 10.58.517: Library Media K-12

Validating Statement: Review of evidence shows accuracy and alignment within the documentation and indicates that the standard is met. Syllabi improvements since last review appear to have been completed.

Assessment Aligned to Standard: The content topics in the assessments are consistent with the standards. In reviewing the assessments, it was determined that they do address the range of knowledge, skill, and dispositions that are delineated in the standard as well as in the majority of the standard content. The assessments were also found to be congruent with the complexity of the cognitive demands, and skill requirements which are described in the standards. Scoring guides are clear with the levels of candidate proficiency being distinct and appropriate; especially the final assessment which charges the candidate with developing a library media program to include budgeting, researching and implementing emerging technologies, and program actualization.

Sources of Evidence: The Conceptual Framework, Institutional Report, syllabi, and facility were reviewed. Interview with Mike Schultz, Director of the Library and Associate Professor, was conducted.

Evaluation: The library media minor program meets the standard. Previous suggestions to align the syllabi with the Conceptual Framework and alignment with scoring guides have been implemented. The program as presented prepares candidates well for a career in the library media and technology field.

Commendations: The final assessment gives candidates a “real world” experience in creating and putting into place a library media program, including those criteria stated previously.

Accreditation Recommendation:

- Meets Standard

ARM 10.58.518: Mathematics

Validating Statement: Review of the Institutional Report and supporting materials and an interview indicates that the standard is met. An interview was conducted with Dr. Eric Wright, Associate Professor of Mathematics. Dr. Wright was very helpful and knowledgeable about the mathematics education curriculum. He stated the new Experience One block program provides unique opportunities for candidates to study concepts in a classroom environment and then apply those concepts in experiential settings.

Assessment Aligned to Standard: All content topics in the program requirements are consistent with the standard. Assessments address the range of knowledge, skills, and dispositions that are delineated in the standard. Scoring rubrics in the portfolio are clear and candidate proficiency appropriate.

Sources of Evidence: As part of this evaluation process the following items were reviewed: program requirements, course syllabi, TEP Phase III Portfolio and assessment data, the 2008/2009 course catalog and the Institutional Report.

Evaluation: The major and minor areas appear to be comprehensive and meet the standard. A review of content proficiency shows that candidates were well prepared for classroom teaching.

Accreditation Recommendation:

- Meets Standard

ARM 10.58.519: Music K-12

Validating Statement: Review of the Institutional Report and supporting materials and interviews indicates that the standard is met. Interviews were conducted with faculty (Jeri Bonnin, Associate Professor in Music) and candidates. Interviews, program requirements (UMW), course syllabi, and the Institutional Report revealed a program designed to provide students comprehensive preparation for teaching K-12 music.

Assessment Aligned to Standard: Assessments are aligned with program goals and will validate candidate performance in achieving those goals.

Sources of Evidence: Evidence gathered from general bulletin and catalog, course syllabi, interviews with department faculty and others, and the Institutional Report.

Evaluation: Based on document examination and interviews with faculty and candidates, reviewers found that the program provides appropriate classroom and field experiences to enable graduates to become successful teachers in the target disciplines. Content relevant to Indian Education for All is not clearly grounded in the 7 Essential Understandings about Montana Indians, but Native American Studies is included in course instruction and project requirements.

Commendations: The program pays particularly careful attention to the necessary range of methods in music instruction (woodwind, brass, strings, percussion, and voice) and requires candidates to participate in at least one course in ensemble performance.

Accreditation Recommendation:

- Meets Standard

ARM 10.58.520: Physical Education

Validating Statement: Review of the Institutional Report and supporting materials and interviews indicate that this standard is met. Review of the Health and Human Performance program clearly shows a comprehensive curriculum designed to provide majors and minors with the knowledge and skills they will need to teach health enhancement, physical education and fitness, and healthy lifestyles. An interview with Dr. Megan Chilson, Associate Professor, and Jeanelle Handlos, full-time athletic trainer and part-time instructor, provided information about the complete program offered at Western, including candidate work exhibits.

Dr. Chilson indicated that focus in lesson planning for physical education includes student candidates writing plans about Native American games. This plan must include a narrative by the student relating the history, origin, and purpose of the game chosen for research. This is an excellent example of infusion of Montana's Indian Education for All curricula.

The Health and Human Performance program currently has 85 majors and five minor candidates.

Assessment Aligned to Standard: The content topics in the assessments are consistent with the standards. In reviewing the assessments, it was determined that they do address the range of knowledge, skill, and dispositions that are delineated in the standard as well as in the majority of the standard content. The assessments were also found to be congruent with the complexity of the cognitive demands, and skill requirements which are described in the standards. Scoring guides are clear with the levels of candidate proficiency being distinct and appropriate. Candidates engage in many ways of self-evaluation, including peer teaching, which provides peer evaluation as well.

Sources of Evidence: Review of the Institutional Report, course syllabi, interviews with faculty and students, the 2007-2008 catalog and the exhibits provided by students.

Evaluation: The program meets the standard.

Commendations: The teaching of lesson plans that incorporate American Indian games with the inclusion of a narrative piece on the history, origin, and purpose of the game is an excellent way of infusing Indian Ed into the HHP curriculum.

Accreditation Recommendation:

- Meets Standard

ARM 10.58.521: Reading Specialist K-12

Validating Statement: Review of the Institutional Report and supporting materials and interviews indicate that this standard is met with notation. Interviews were conducted with candidates and faculty (Laura Straus, Instructor, Education; Debra Noble, Instructor, English). Interviews, program requirements (UMW), course syllabi, and the IR revealed a program designed to provide candidates the necessary preparation to be effective reading specialists.

Assessment Aligned to Standard: Assessments are aligned with program goals and will validate students' achieving those goals.

Sources of Evidence: Evidence gathered from the Institutional Report, general bulletin and catalog, course syllabi, candidate portfolio, interviews with department faculty, candidates, and others.

Evaluation: Based on IR examination and interviews with faculty and students, reviewers found candidate preparation for effectively working with high school (9-12) students is beginning to improve. Methods of teaching writing (ENG 352) and literature (ENG 353) were added to the reading specialist program last year. These courses specifically address teaching reading in high schools. Both classes include a four-day field experience in a secondary classroom. While these new courses are recognized as improvements, the unit needs to continue to develop the high school literacy content and experience to prepare UMW Literacy minors for teaching reading at the high school level.

The current UMW Literacy K-12 minor, which leads to a K-12 Reading Specialist endorsement, provides candidates with insufficient field experience to adequately meet requirements of a 9-12 reading specialist.

Content relevant to Indian Education for All does not articulate the 7 Essential Understandings about Montana Indians, but Native American Studies is included in course instruction and project requirements.

Accreditation Recommendation:

- Meets Standard with Notation

ARM 10.58.522: Science - Broadfield

Validating Statement: Review of the Institutional Report and supporting materials and interviews indicate that this standard is met. The Institutional Report was verified through faculty interviews, the college catalog, course syllabi, and program reports. The program in Broadfield Science serves about 10 secondary education students. In addition, all elementary education majors take basic science classes from the science department.

Assessment Aligned to Standard: The content topics listed in the Institutional Report are consistent with the standards for the Broadfield Science major, and address the range of knowledge, skill, and dispositions as reflected in the standard. These assessments (exams, projects, research reports) within the various classes are congruent with the cognitive demands and skill requirements for Broadfield candidates, and are congruent with the experiential tasks demanded. For example, students frequently participate in group research designs, and are expected to produce clear, technical writing reports at a professional level. At times, these may also be shared with other science faculty and students. Where utilized, (for example, ED 120, 253, 341, 328, 355, student teaching, science content knowledge observation form) scoring rubrics are clear, and levels of candidate proficiency are distinct and appropriate for the tasks delineated.

Sources of Evidence: Institutional Report, College Catalog, Syllabi, interviews with six staff members. Interviews with candidates were conducted.

Evaluation: The Institutional Report listed courses for the major which matched those listed in the current college catalog and advisement materials. Courses were also verified by sampling syllabi included in Institutional Exhibits (notebooks). The Institutional Report and the current college catalog list courses for the minor; as a means to prevent possible miscommunication, it was suggested to faculty members that in future catalogs there should be an additional note on at the bottom of the Minor, explaining the need to complete either HHP 241 or HHP 245 as a basic requirement for MT certification.

Commendations: In the last NCATE review, the Institutional Report had to be corrected by the visiting team so that the standard could be verified. In the present study, the IR was error-free, making the verification of the report much easier.

Accreditation Recommendation:

- Meets Standard

ARM 10.58.522: Science – Biology and Earth Science

Validating Statement: Review of the Institutional Report and supporting materials and interviews indicate that this standard is met. The Institutional Report was verified through faculty interviews, the college catalog, course syllabi, and program reports. The programs in Biology and Earth Science serve approximately 18 students, including majors and minors. In addition, all elementary education majors take basic science classes from the science department.

Assessment Aligned to Standard: The content topics listed in the Institutional Report are consistent with the standards for the Biology and Earth Science majors and minors, and address the range of knowledge, skill, and dispositions as reflected in the standard. These assessments (exams, projects, research reports) within the various classes are congruent with the cognitive demands and skill requirements for candidates, and are congruent with the experiential tasks demanded. For example, candidates frequently participate in group research designs, and are expected to produce clear, technical writing reports at a professional level. At times, these may also be shared with other science faculty and students. Where utilized, (for example, ED 120, 253, 341, 328, 355, student teaching, science content knowledge observation form) scoring rubrics are clear, and levels of candidate proficiency are distinct and appropriate for the tasks delineated. With regard to elementary education candidates, the assessments for the science classes they take are aligned to standard and address the knowledge, skills and dispositions reflected in the standard.

Sources of Evidence: Institutional Report, College Catalog, Syllabi, Project Reports, interviews with six staff members, interviews with students.

Evaluation: The Institutional Report listed courses for the majors and minors, which matched those, listed in the current college catalog and advisement materials. Courses were also verified through syllabi included in Institutional Exhibits (notebooks). In addition, faculty provided examples of representative group research reports and reported on experiential activities that had been specifically designed for particular content/skills in their specific classes (interviews). The Earth Science major is new since the last review.

The IR and the current college catalog list courses for the minor; as a means to prevent possible miscommunication, it was suggested to faculty members that in future catalogs there should be an additional note on at the bottom of the Minor, explaining the need to complete either HHP 241 or HHP 245 as a basic requirement for MT certification.

Commendations: The experiential components for classes appear to be well-designed and use appropriate, congruent assessments.

Accreditation Recommendation:

- Meets Standard
 - Biology Major and Minor meet standard
 - Earth Science Major and Minor meet standard

ARM 10.58.523: Social Studies - Broadfield

Validating Statement: Review of the Institutional Report and supporting materials and interviews indicate that this standard is met. Interviews were conducted with Dr. John Xanthopolous, Dr. Sean Patrick Eudaily and Dr. Hajduk. The interviews highlighted the importance of *Experience One* program and its impact on the Social Sciences; *Indian Education for All*; and the ability of pre service candidates to provide evidence of their impact on student learning. Further conversations were held with Dr. John Xanthopolous regarding ED 425 titled Multicultural Global Education. Through interviews, members of the department demonstrated a unique ability to convey the themes of their courses effectively through the *Experience One* program. In addition, faculty members illustrated a unique ability to effectively teach tribal history, tribal law and tribal government and culture in their respective courses.

Assessment Aligned to Standard: Assessments are clearly outlined as per 10.58.523 rubric cited in section 1 for use in History 221 and at the end of Student Teaching. The Praxis II exam further assesses content knowledge of students along with case studies and unit plans which demonstrate competence.

The assessment and instruction process does not appear to be coordinated to determine the responsible party for disseminating information and assessing information in the overall program.

Content Knowledge Observation form is an appropriate tool to assess candidate background; collected data must be disseminated across the department to further identify areas where candidate knowledge is lacking and make the required changes to mitigate the deficient knowledge.

Sources of Evidence: Materials reviewed as part of this evaluation process included the Institutional Report, course syllabi, a candidate portfolio, and interviews with Department members, interviews with a student teacher and a cooperating student teacher, course catalog and supplemental instructional materials as provided by Dr. John Xanthopolous.

Evaluation: The program offers diverse and comprehensive courses. Candidate knowledge and their ability to convey knowledge to perspective students needs to be disseminated among faculty in the department to effectively drive change within the department. The standard is met.

Commendations: Faculty members create learning experiences that make subject matter meaningful for candidates. Faculty plays a role in facilitating educational coursework off campus where candidates are able to experience first hand tribal culture and poverty.

Dr. Xanthopolous was recently selected to present at the 11th International Conference on Education in Athens, Greece in May 2009 on his topic: Culturally Relevant Pedagogy for American Indian Children. This selection illustrates his commitment to the profession, to the candidates and to all American Indian children who will benefit from his instruction.

Improvements: ED 425 is a comprehensive course examining cultures throughout the world. On first site while exploring this course through dialogue with Dr. Xanthopolous I was unaware of the supplementary materials used in this course which made the course more rich and diverse than originally thought. Availability of additional materials to reviewers and to candidates initially may help to convey further the intended message and intent of the class.

Accreditation Recommendation:

- Meets Standard

10.58.523: Social Studies - History

Validating Statement: Review of the Institutional Report and supporting materials and interviews indicate that this standard is met with notation. Interviews were conducted with Dr. John Xanthopoulos, Dr. Sean Patrick Eudaily and Dr. Hajduk where the conversation highlighted the *Experience One* program and its impact on the Social Sciences; *Indian Education for All*; and the ability of pre service teachers to provide evidence of their impact on student learning. In addition, faculty members illustrated a unique ability to incorporate the teaching of tribal history, tribal law and tribal government and culture in their respective history courses.

Assessment Aligned to Standard: A variety of assessments were evident in each of the course syllabi and for the most part addressed the program standards.

Content Knowledge Observation form is an appropriate tool to assess student background; collected data must be disseminated across the department to further identify areas where candidate knowledge is lacking and make the required changes to mitigate the deficient knowledge.

Sources of Evidence: Materials reviewed as part of this evaluation process included the Institutional Report, course syllabi, a candidate portfolio, and interviews with Department members, course catalog and supplemental instructional materials as provided by Dr. John Xanthopoulos.

Evaluation: The Social Studies /History standard is met with notation. Section 6 (b) *the history of diverse civilizations throughout the world*; and 6 (f) *the history, cultural heritages, political developments and contemporary status of American Indians and tribes in Montana*; appear to be missing targeted outcomes related to American Indians.

Commendations: Members of the Department are enthusiastic about conveying knowledge to the candidates. Each demonstrated a remarkable desire and ability to create meaningful and authentic learning experiences for the candidates.

Improvements: Communication between faculty and faculty chair as to the scope and sequence of each course and the underlying themes within. For example, each faculty member seemed to be working independently of the others in regard to Indian Education for All. In addition, it seems it would be beneficial that candidates in the methods course would have specific opportunities to develop and deliver lessons specific to American Indians.

Accreditation Recommendation:

- Meets Standard with Notation

ARM 10.58.527: Early Childhood Areas of Permissive Special Competency (APSC)

Validating Statement: Review of the Institutional Report and supporting materials and interviews indicate that this standard is met. The Institutional Report was verified through faculty interviews, the college catalog, course syllabi, and program reports. The Early Childhood Education Minor serves those elementary education majors seeking additional expertise in grades K-3 – the Area of Permissive Special Competency - Early Childhood. One candidate who is currently student teaching was interviewed and her portfolio materials were available for review.

Assessment Aligned to Standard: The content topics listed in the Institutional Report are consistent with the standards for the Early Childhood Education Minor, and address the range of knowledge, skill, and dispositions as reflected in the standard. These assessments are congruent with the cognitive demands and skill requirements for ECD minors. The scoring rubrics are clear, and levels of candidate proficiency are distinct and appropriate for the tasks delineated.

Sources of Evidence: Institutional Report, College Catalog, Syllabi, interviews with students and with two staff members.

Evaluation: The Institutional Report listed courses for the Early Childhood Education Minor, which matched those listed in the current college catalog and advisement materials. Courses were also verified through syllabi included in Institutional Exhibits (notebooks). Confirmation and verification of information was also obtained through student and faculty interviews and poster board sessions. The program of study meets the requirements for the APSC Early Childhood.

Commendations: The Early Childhood Education Minor is commended for its thorough Institutional Report, including clear evidence of the assessments expected of candidates. In addition, faculty provided evidence of recent student-involved ECE research, and the Department Chair, Julie Bullard has authored two recent publications which directly benefit the APSC. Management of the program across several other sites is also commended.

Accreditation Recommendation:

- Meets Standard

ARM 10.58.528: Computer Science

Validating Statement: Review of the Institutional Report and supporting materials and interviews indicate that this standard is met. Interviews were conducted with faculty (Denise Holland, Instructor, Business; Doug Daenzer, Instructor, Business; Frederick Chilson, Assistant Professor, Business). Interviews, program requirements (UMW), course syllabi, and the IR revealed a program designed to provide students comprehensive preparation for teaching in the target areas.

Assessment Aligned to Standard: Assessments are aligned with program goals and will validate students' achieving those goals.

Sources of Evidence: Evidence gathered from the Institutional Report, general bulletin and catalog, course syllabi, candidate portfolio, interviews with department faculty, students, and others.

Evaluation: Based on document examination and interviews with faculty and students, reviewers found that the program provides appropriate classroom and field experiences to enable candidates to become successful teachers in the target discipline. Content relevant to Indian Education for All is not clearly grounded in the 7 Essential Understandings about Montana Indians, but Native American Studies is included in course instruction and project requirements.

Commendations: Program sequence can lead CISCO to certification.

Accreditation Recommendation:

- Meets Standard

EXECUTIVE SUMMARY

DATE: MARCH 2009

- PRESENTATION:** Update on the Revisions of the K-12 Mathematics Content Standards and Performance Descriptors
- PRESENTER:** Jean Howard, Mathematics Curriculum Specialist
Office of Public Instruction
Stephanie Soderquist, Mathematics Content Standards Revision Team Facilitator
- OVERVIEW:** The Office of Public Instruction (OPI) provides to the Board of Public Education an update on the revision process of the K-12 Mathematics Content Standards and Performance Descriptors. This presentation includes the selection of writing team, standards-based education foundational documents; research and best practices; 2008 reports from the National Council for the Mathematics and National Mathematics Panel; and 2009 draft math standards and timeline for next steps.
- QUESTED DECISION(S):** Information
- OUTLYING ISSUE(S):** None
- RECOMMENDATION(S):** Information



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Denise Juneau
Superintendent

MEMORANDUM

To: Denise Juneau, State Superintendent
From: Jean Howard, Mathematics Curriculum Specialist
CC: Nancy Coopersmith, Assistant Superintendent
Linda Peterson, Administrator
Michael Hall, Technology Specialist
Date: March 12, 2009
Subject: Mathematics Content Standards Progress Report

The Mathematics Curriculum Specialist has been facilitating the revision of the Mathematics Content Standards and Performance Descriptors.

I. September 2008 - Focus Group

- a. Purpose to inform and collect input
 - i. Overview of Process for Revision, Framework and Current Mathematics Standards
 - ii. Responded to questions individual and team comments
 - iii. Examined current standards and commented on positive and areas of strength and weakness
 - iv. Reviewed what learned, the implications and recommendations to the revision team
 - v. Each member added or emphasized final recommendations
- b. Participants in four Focus Groups
 - i. Group 1: ACE Consortium held at Laurel High school- K-12 Teachers
 - ii. Group 2: Before It's Too Late (BITL) Symposium - K-12 teachers and postsecondary educators
 - iii. Group 3: Business/Community Members and School Administrators - DA Davidson, Bank, Hospital, Science Museum, Student Assistant Foundation, Bureau of Reclamation, principals, superintendents
 - iv. Group 4: Educators - K-16 educators from across the state

II. September - October 2008 - Revision Team Member Nomination and Selection

- a. Nomination Process -nominated by Montana's professional education organizations and associations, K-12 and postsecondary education in accordance with BPE requirements.
- b. Selection Process - the team facilitator and revision team members were chosen from the list of nominated K-12 and postsecondary educators using a questionnaire.

"It is the mission of the Office of Public Instruction to improve teaching and learning through communication, collaboration, advocacy, and accountability to those we serve."

III. November 14-16, 2008 - Meeting One in Helena

- a. Prior to the meeting team members, assisted by Stephanie Soderquist, K-12 team facilitator, joined Google Team site to prepare for the meeting by reading several resources, learning about other members and communicating about issues.
- b. The team was welcomed by Linda Peterson, who gave an overview of the process, framework and background for members to understand their task.
- c. Colet Bartow, Library Media Specialist, Michael Hall, Technology Specialist and Mike Chapman, NAEP coordinator shared their expertise with the team.
- d. After defining themselves, the team tackled the first task of determining the content and number of standards. They examined a plethora of resources as well as take to heart the feedback from businesses, school administrators, and educator focus teams.

IV. December 12-14, 2008 - Meeting Two in Helena

- a. The team used the Google Team site for discussing, sharing resources, draft work completed in the first meeting as well as assignments for second meeting.
- b. The main goals of this meeting were to finalize the new content standards, compose the phrasing of the standards, draft the rationale for each standard, and begin work on grade band specific benchmarks for each standard.
- c. Mike Jetty, IEFA specialist, presented information on Indian Education for All and its implications for revising the content standards.

V. January 16-18, 2009 - Meeting Three in Helena


- a. The team continued to use Google Team for discussing draft work, resources, as well as feedback they were receiving from other educators.
- b. The team diligently worked on the benchmarks for end of grade 4, end of grade 8 and upon graduation using a set of criteria. The team also checked for vertical and horizontal alignment.
- c. Michael Munsen-Lenz, IEFA specialist, worked with each grade-band group to incorporate Indian Education for All language in the benchmarks.
- d. Experts in the field that have been advising the team were given the first draft of the revised Content Standards and Benchmarks for detailed feedback. The experts include members of the current standards writing group, Johnny Lott, past president of NCTM, Skip Fennell, past president of NCTM and member of the National Mathematics Advisory Panel.
- e. The first draft of the revised Content Standards and Benchmarks was distributed to participants of the MSTA/MCTM Leadership Conference, linked on the OPI math page, www.opi.mt.gov/math/index.html, as well as other educators across the state.

VI. February 27- March 1, 2009 - Meeting Four in Helena

- a. The team will reconvene with feedback on the draft standards and benchmarks, revise the drafts in response to the feedback.
- b. The team will also draft the performance descriptors for each benchmark as well as draft a preface.

Montana Mathematics Content Standards Revision

Jean Howard
Mathematics Curriculum Specialist



Montana Office of Public Instruction
Denise Juneau, Superintendent opi.mt.gov

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Montana Board of Public Education

Montana Standards Revision Statement of Purpose

- Assure Montana citizens that its public schools are providing all children of our great state with challenging academic expectations
- Revised standards clearly and consistently identify what students should know, understand and be able to do
- Revised standards provide a framework to help guide local curriculum and instruction



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Montana Board of Public Education

Criteria to Guide Standards Revision

- Standards will be academic in nature and content specific.
- Standards will be challenging and rigorous.
- Standards will be clear, understandable and free of jargon.
- Standards will be measurable.
- Standards will address diversity, specifically fulfilling the commitment to implementing MCA 20-1-501, Indian Education for All.


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Focus Groups

- ACE Consortium
- Before It's Too Late (BITL) Symposium
- Business/Community Members and School Administrators
- K-16 Educators

Highlighted Recommendations

- Fewer standards
- More focused, less ambiguous
- Eliminate grade level repetition
- Thinking, not just computing is essential
- Relevance for all students, applicable outside classroom
- Clear language for everyone "refrigerator language"
- Technology needs to be prevalent
- Change from course specific to connection within math

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Revision Team Nomination/Selection Process


September – October

Nominations

- Montana's professional education organizations associations
- OPI official e-mail


Selection

- Commitment to attend meetings
- Familiarity with state and national standards
- Representation from across the state and various size districts

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Revision Team Meetings Goals

- November - Build a strong working team. Summarize plethora of information, comments, compare standards (states, countries...). Determine the number and organization of big ideas for writing **FOCUSED COHERENT CORE Standards**.
- December - Solidify Standards, draft Rationale Statements and Benchmarks

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Revision Team Meetings Goals

- **January** - Continue drafting Standards, Rationales and Benchmarks – first draft for feedback
- **February** - Complete Standards, Rationales and Benchmarks using feedback; Draft Performance Descriptors and Preface

Use Google Group site to organize, share information, resources and discuss issues as a team between meetings.

Expertise from OPI

Linda Peterson, Colet Bartow, Michael Hall, Mike Chapman, Mike Jetty, Michael Munson-Lenz

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Math Revision Team Definition

Our team of diverse and hard working individuals, through respect and communication, will meet our goal of improving Montana students' mathematical education by revising the Montana Mathematics Content Standards by March 1st, 2009, while ensuring everyone has a voice and understanding that at times will have to agree to disagree.

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Content Standards

A summary description regarding what it is that students should know and be able to do within a particular discipline.*

- For Students
- Big Ideas
- Visionary
- Built by consensus
- Accurate and sound
- Clear and useful
- Parsimonious
- Assessable

*A Technical Guide for Revising or Developing Standards and Benchmarks MCREL

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Benchmarks

A clear, specific description of knowledge or skill that students should acquire by a particular point in their schooling.*

- Clear statements of expectations for a proficient student
- Specific and significant
- Appropriate learning progression
- Challenging
- Manageable for instruction within the time frame
- Provide opportunity to learn prior to assessing
- Contains no overlaps or redundancy

*A Technical Guide for Revising or Developing Standards and Benchmarks MCREL
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Performance Descriptors

Provide a picture or profile of student achievement at four performance levels: advanced, proficient, nearing proficiency and novice.

- **Advanced:** This level denotes the student has superior performance ...
- **Proficient:** This level denotes the student has solid academic performance ...
- **Nearing Proficiency:** This level denotes the student has partial mastery of ...
- **Novice:** This level denotes the student is beginning to attain prerequisite knowledge and skills ...

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Resources...

- Montana Mathematics Content Standards
- NCTM Principles and Standards for School Mathematics
- NCTM Curriculum Focal Points K-8
- NCTM Focus in High School: Reasoning and Sense Making draft
- National Mathematics Advisory Panel Report
- Guidelines for Assessment and Instruction in Statistics Education
- Achieve (created by governors and business leaders)

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Resources

- National Assessment of Education Progress (NAEP)
- Program for International Student Assessment (PISA)
- Third International Mathematics and Science Study (TIMSS)
- Adding it Up: Helping Children Learn Mathematics
- Standards and Curriculum: A View from the Nation
- Other state and international standards and curriculum documents
- Articles such as: The Misplaced Math Student: Lost in Eighth-Grade Algebra

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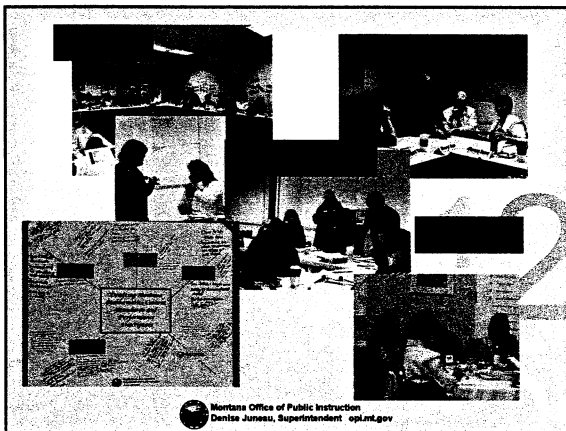
Mathematics Content Standards Draft

- Standard 1: Number sense and operations
- Standard 2: Data Analysis
- Standard 3: Geometric Reasoning
- Standard 4: Algebraic and Functional Reasoning

A student, applying reasoning and problem solving, will ...

Three – six Benchmarks

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Standards, rationales, and proposed benchmarks

Content standard 1: Number sense and operations:

- **A student, applying reasoning and problem solving, will use number sense and operations to represent numbers in multiple ways, understand relationships among numbers and number systems, make reasonable estimates and compute fluently within a variety of relevant cultural contexts.**

Rationale: Number sense and computational fluency are the foundation for school mathematics and life in a quantitative society within multiple cultures. Students who have a sense of quantity; are fluent with basic facts; perform mental computations; determine the reasonableness of a solution; and understand properties of operations have the power to solve problems and use number to describe the world. The foundation of number sense and operations supports the other content standards.

Benchmarks:

At the end of 4th grade, a proficient student will:

chmark	Place Value: Demonstrate the relationship among whole numbers, identify place value up to 100,000, and compare numbers (i.e., greater than, less than, equal).
Benchmark 1.2	Estimation: Estimate and calculate sums, differences, and products when solving problems including cultural situations when relevant.
Benchmark 1.3	Whole Number Operations: Develop multiplication and division concepts and strategies, demonstrate fluency with basic facts, and compute up to three- by two-digit whole number multiplication problems.
Benchmark 1.4	Fractions/Decimals: Identify and model common fractions (i.e., tenths, quarters, halves) and decimals (e.g., money and place value to 0.001) and recognize and compare equivalent representations.
Benchmark 1.5	Measurement: Select and apply appropriate standard units and tools to measure weight, time, and temperature.

At the end of 8th grade, a proficient student will:

Benchmark 1.1	Number Theory: Apply number theory concepts (e.g. primes, factors, and multiples) in mathematical problem situations.
Benchmark 1.2	Estimation: Select and apply appropriate estimation strategies to measure, compute, and judge results in terms of reasonableness and accuracy. (E.g., estimate an irrational number using the square roots of perfect square numbers.
Benchmark 1.3	Rational Numbers: Recognize relationships among different representations of rational numbers and identify, compare and order rational numbers as well as common irrational numbers.
Benchmark 1.4	Rational Number Operations: Compute fluently and solve multi-step problems using integers, fractions, decimals, percents, and numbers in exponential form.
Benchmark 1.5	Proportional Reasoning: Understand and apply proportional relationships and solve problems involving rates, ratios, proportions and percents.
Benchmark 1.6	Measurement: Demonstrate an understanding of measurable attributes of objects, and the units, systems, and processes of measurement within relevant cultural contexts.

Upon graduation a proficient student will:

Benchmark 1.1	(Magnitude): Represent very large and very small numbers using multiple notations and interpret their effects in problem situations.
Benchmark 1.2	Estimation: Identify situations where estimation is appropriate and determine the needed degree of accuracy for a given problem situation.
Benchmark 1.3	Equivalence: Given a representation of a number or expression, find equivalent representations using multiple notations (e.g., exponents and roots).
Benchmark 1.4	Properties: Analyze and apply the properties of numbers and number systems.

Content Standard 2: Data Analysis:

- A student, applying reasoning and problem solving, will use data representation and analysis, probability, statistics and statistical methods to evaluate information and make informed decisions within a variety of relevant cultural contexts.

Rationale: Data analysis or statistical literacy pertains to all aspects of daily life within multiple cultures. As consumers of information, students who analyze data to make decisions and predictions are prepared to be responsible citizens. Students who understand and apply basic concepts of probability and make connections to data analysis build strong quantitative reasoning for productive personal and professional lives.

Benchmarks:

At the end of 4th grade, a proficient student will:

Benchmark 2.1	Represent Data: Represent and organize data in tables, line plots, bar graphs, pictographs, and stem and leaf plots.
Benchmark 2.2	Evaluate Data: Use data to solve problems (e.g. ordering or finding maximum, minimum, median when applicable).
Benchmark 2.3	Probability: Describe events as likely or unlikely and discuss the degree of likelihood using words such as certain, equally likely, and impossible including cultural context when relevant.

At the end of 8th grade, a proficient will:

Benchmark 2.1	Represent Data: Collect, organize and represent data (e.g. box plots, histograms, scatter plots, circle graphs) in culturally relevant contexts.
Benchmark 2.2	Evaluate Data: Interpret, analyze, and evaluate data to make decisions and predictions (e.g. trends in data).
Benchmark 2.3	Descriptive Statistics: Compute and apply mean, median, mode, and range to compare and describe data.
Benchmark 2.4	Probability: Using real-life contexts or simulation create sample spaces, determine experimental and theoretical probabilities (e.g. using tree diagrams) and make predictions.

Upon graduation, a proficient student will:

Benchmark 2.1	Represent Data: Using technology when appropriate, select and create graphical or numerical representations for data set and compare different data sets using measures of central tendency and spread (e.g., percentiles, quartiles, inter-quartile range, and standard deviation).
Benchmark 2.2	Evaluate Data: Evaluate reports based on data collected and/or published by considering the source of the data, the design of the study, and the way data are analyzed and displayed (e.g. correlation does not prove causation).
Benchmark 2.3	Regression: Given two variable data, decide on an appropriate model, determine a regression equation using technology and decide when predictions based on such regression equations are valid.
Benchmark 2.4	Probability: Use basic rules to compute probabilities and use probability to evaluate problem situations.
Benchmark 2.5	Counting: Determine the number of outcomes for an event or compound events using permutations, combinations, and other counting methods.

Content Standard 3: Geometric Reasoning:

- A student, applying reasoning and problem solving, will understand geometric properties and spatial relationships, transformation of shapes, representational systems, spatial reasoning and geometric models to analyze mathematical situations within a variety of relevant cultural contexts.
- **Rationale:** Geometric reasoning complements the study of number and operation. Students who have a sense of space; analyze two- and three-dimensional shapes, their properties and relationships can make connections within mathematics. Geometric reasoning can help students appreciate and value mathematics and make connections to their world throughout multiple cultures.

Benchmarks:

At the end of 4th grade, a proficient student will:

Benchmark 3.1	2-D Attributes: Describe, compare, and analyze attributes of two-dimensional shapes.
Benchmark 3.2	Area & Perimeter: Define and determine area and perimeter of common polygons.
Benchmark 3.3	3-D Attributes: Identify attributes of three-dimensional shapes (e.g., cubes, rectangular prisms, pyramids, cylinders, cones, spheres).
Benchmark 3.4	Lines: Recognize, draw, and represent intersecting, parallel, and perpendicular sets of lines.
Benchmark 3.5	Measurement: Measure linear objects in metric units (e.g., centimeters and meters) and standard units (e.g., half inch, inch, foot, and yard).

At the end of 8th grade, a proficient student will:

Benchmark 3.1	Properties: Define, classify and compare properties of solids and plane figures, including angles.
Benchmark 3.2	Relationships: Determine congruence, similarity, and symmetry of objects in mathematics and in the contexts of art, science and culture.
Benchmark 3.3	Transformations: Define, identify, and apply transformations (e.g. translations, rotations, reflections, dilations) on the coordinate plane.
Benchmark 3.4	Measurement: Select appropriate metric or standard units and formulas to measure and compute angles, perimeter, area, surface area, and volume.
Benchmark 3.5	Justification: Develop informal arguments to verify geometric relationships (e.g. Pythagorean Theorem) and solve problems.

Upon graduation, a proficient student will:

Benchmark 3.1	Reasoning: Use inductive and deductive reasoning to verify conjectures about relationships (e.g., congruence) between two- and three- dimensional objects.
Benchmark 3.2	Transformations: Apply transformations on figures (e.g. dilations, rotations, translations, reflections) to solve problems, and interpret the results of composite transformations.
Benchmark 3.3	Triangle Relationships: Solve problems using triangles, including special triangles (e.g., 30-60-90) and properties of triangles (e.g. sine, cosine, tangent).
Benchmark 3.4	Methods of proof: Make, test, and validate conjectures using a variety of techniques (e.g., counterexample, indirect proof).
Benchmark 3.5	Applications: Use spatial reasoning and geometric models to solve real world problems involving regular and irregular shapes.

Content Standard 4: Algebraic and Functional Reasoning:

- A student, applying reasoning and problem solving, will use algebraic and functional concepts and procedures to understand patterns, quantitative and functional relationships, algebraic representations, models and change within a variety of relevant cultural contexts.

Rationale: The study of algebra and functions opens doors and expands opportunities in numerous 21st century careers throughout many cultures. Students who generalize patterns and represent relationships in multiple ways develop significant understandings of mathematics and the use of quantitative reasoning in other disciplines. Algebra and functions are powerful tools for making informed decisions on a daily basis.

Benchmarks:

At the end of 4th grade, a proficient student will:

Benchmark 4.1	Patterns: Describe, extend, and make generalizations about patterns.
Benchmark 4.2	Properties: Use number patterns to investigate properties of numbers (e.g., even or odd) and operations (e.g., multiplicative/additive identities, commutative, associative, distributive).
Benchmark 4.3	Symbols: Use letters, boxes, or symbols to represent numbers in simple expressions or equations (i.e., demonstrate an understanding and use of variable).
Benchmark 4.4	Equivalence: Develop an understanding of equivalence by expressing numbers, measures, or numerical expressions in a variety of ways.
Benchmark 4.5	Modeling: Model problem situations with objects and use representations such as words, pictures, tables, or graphs to draw conclusions including in cultural contexts when relevant.

At the end of 8th grade, a proficient student will:

Benchmark 4.1	Patterns: Create and use tables, graphs, words, and symbols/variables to represent, analyze, and generalize a variety of patterns.
Benchmark 4.2	Equivalence: Recognize, simplify, and generate equivalent forms for algebraic expressions.
Benchmark 4.3	Solving: Use number properties and inverse operations to solve single-variable equations and inequalities.
Benchmark 4.4	Function: Identify linear and non-linear functional relationships and contrast their properties from tables, graphs, or equations.
Benchmark 4.5	Modeling: Identify and compute rate of change/slope and intercepts from equations, graphs, and tables; model and solve contextual problems involving linear proportions.

Upon graduation, a proficient student will:

Benchmark 4.1	Symbols: Choose appropriate variables to construct expressions and equations representing given problem situations (e.g., linear, quadratic, exponential).
Benchmark 4.2	Solving: Solve a variety of equations, inequalities and their systems; justify the solution process using properties of numbers; and interpret solutions in context.
Benchmark 4.3	Functions: Represent functions in a variety of ways including tabular, graphic, symbolic, and verbal, and select an appropriate form for solving a given problem.
Benchmark 4.4	Transforming Functions: Analyze the effects of transformations on families of functions, recognize their characteristics, and represent functions in equivalent forms.
Benchmark 4.5	Modeling: Given data or a problem situation, select and use an appropriate function model to analyze results or make a prediction.
Benchmark 4.6	Connections with Geometry: Represent geometric problems algebraically and algebraic situations geometrically.

EXECUTIVE SUMMARY

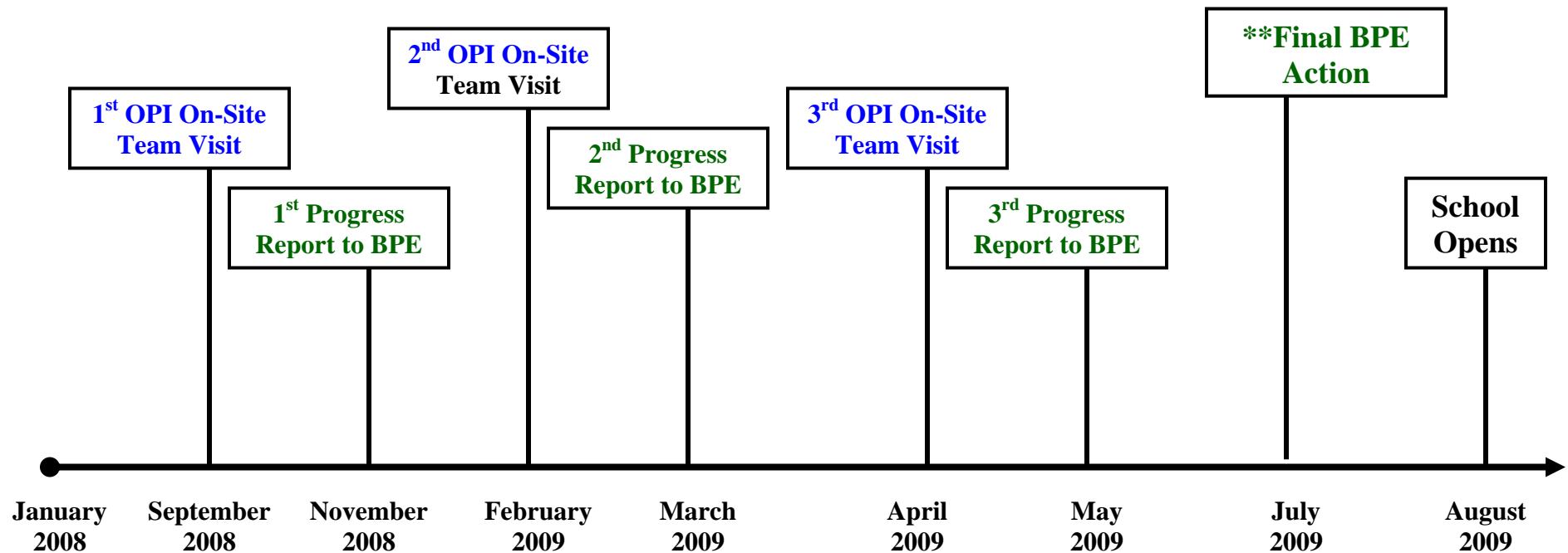
DATE: MARCH 2009

PRESENTATION:	Initial Accreditation Process Report - Lone Peak High School - Ophir, Montana
PRESENTER:	Dale Kimmet, Accreditation Specialist Anne Marie Mistretta, Ophir Schools Superintendent Office of Public Instruction
OVERVIEW:	<p>This presentation provides to the Board of Public Education an update on the initial accreditation process underway for the new high school at Ophir, Montana. The Ophir community has been working since 2004 to accomplish their vision of having a high school located in Ophir (Big Sky) south of Bozeman. The Legislature approved the request to establish a high school district at Ophir during the 2007 session. The new high school is scheduled to open in the fall of 2009. The Office of Public Instruction/Accreditation Division has been providing technical assistance to the Ophir District since the fall of 2007. A copy of the accreditation process timeline is attached. The accreditation team that will oversee this process and provide the Board with a final recommendation has made two visits. This report will be a brief overview of the process to date and the status of the project. Anne Marie Mistretta, Superintendent of Ophir Schools, will present a PowerPoint during this report.</p>
REQUESTED DECISION(S):	Discussion
OUTLYING ISSUE(S):	None
RECOMMENDATION(S):	None

Proposed Time Line for Initial Accreditation Process

Lone Peak High School for the Arts and Sciences

Ophir, MT



**** Final BPE action cannot be taken unless and until all accreditation standards have been met.**

Additional Notes:

- ✓ On- going support and consultation with OPI liaison and other applicable OPI staff will be provided as needed
- ✓ Beginning in January – 2008 OPI liaison will visit and consult with district planning team bi-monthly or more frequently as may be needed

EXECUTIVE SUMMARY

DATE: MARCH 2009

PRESENTATION: Valley Christian High School - Report on Second Year of Provisional Accreditation

PRESENTER: Dale Kimmet
Accreditation Specialist
Office of Public Instruction

OVERVIEW: Valley Christian High School is in the second year of provisional status for reinstatement of regular accreditation status. The visitation team included Dale Kimmet, OPI Accreditation Specialist, Colet Bartow, OPI Library/Media Specialist, Hugh Smith, Principal, Great Falls Central High School, and Ken Paulsen, Principal Whitefish High School completed the second annual visit on November 12, 2008. The proposed 2008-09 Accreditation letter to Valley Christian High School is attached.

REQUESTED DECISION(S): Information/discussion

OUTLYING ISSUE(S): None

RECOMMENDATION(S): None



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Denise Juneau
Superintendent

March 17, 2009

Chris Martineau, Superintendent
Valley Christian High School
2526 Sunset Lane
Missoula, MT 59804

Subject: **FINAL DETERMINATIONS - ACCREDITATION STATUS**

Dear Superintendent Martineau:

The accreditation process that each school completes annually is one way of measuring a school's efforts to provide a sound educational program for its students. This process alone cannot ensure the overall quality of that educational program. In addition to the annual review process relating to these minimum accreditation standards, districts are encouraged to assess the overall effectiveness of their educational programs relative to their own philosophies, goals and objectives.

In accordance with the accreditation standards and information provided to this office, and acting on the recommendations of the Superintendent of Public Instruction, the Board of Public Education has granted the following accreditation status to the school(s) in your district.

School

Accreditation Status

Valley Christian High School

Regular with deviation

10.55.1003(b)(i) The Office of Public Instruction (OPI) has completed the accreditation review process for the second of three annual visits during the school's provisional status period which are required prior to receiving a recommendation for final accreditation status. The significant issues dealing with the library, which were found during the first visit, have been satisfactorily resolved. However, the curriculum guide of the Valley Christian High School does not meet the minimum requirements for alignment with the Montana Content Standards and Performance Descriptors, and the school will remain in Regular with Deviation status. The school is making good progress in completing the rewrite, and the accreditation team looks forward to reviewing the document during the third accreditation visit next year. The OPI will continue to provide assistance to the school as needed.

Sincerely,

A handwritten signature in black ink that reads "Dale Kimmet".

Dale Kimmet, Accreditation Specialist
(406) 444-3128
dkimmet2@mt.gov

cc: County Superintendent
File

"It is the mission of the Office of Public Instruction to improve teaching and learning through communication, collaboration, advocacy, and accountability to those we serve."

EXECUTIVE SUMMARY

DATE: MARCH 2009

- PRESENTATION:** Progress Report on On-Site Accreditation Visits for Schools with Continuing Serious Accreditation Deviations
- PRESENTER:** Dale Kimmet
Accreditation Specialist
Office of Public Instruction
- OVERVIEW:** This presentation provides to the Board of Public Education the on-going progress report on on-site Accreditation visits for schools with continuing serious accreditation deviations. We will also briefly review the Accreditation Calendar and the Accreditation Response Options before the report.
- REQUESTED DECISION(S):** Discussion
- OUTLYING ISSUE(S):** The state superintendent of public instruction provides annual recommendations to the Board of Public Education for accreditation status determinations for all Montana accredited schools. The continuing concern is: How does the OPI accreditation staff address continuing deviations fairly, consistently and with intention toward continuous education improvement? The state superintendent follows the process approved by the BPE to address ongoing accreditation deviations. See the attached, "Accreditation Response Options for Continuing Deviations."
- RECOMMENDATION(S):** Discussion



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Denise Juneau
Superintendent

February, 2009

Progress Report on On-Site Accreditation Visits for Schools with Continuing Serious Accreditation Deviations

Pryor Schools

Date of the visit – February 10, 2009

Present were: Luke Enemy Hunter - Superintendent, Sharon Stands – High School Principal, Kevin Hegland – Counselor, David Stringfield – OPI Title I School Support Coach

Continued Deviation: Continued non-receipt of improvement plans, no librarian, and no World Language or Career and Technology course offerings for the 7th grade.

- Discussed the Accreditation Response Options for Continuing Deviations.
- Discussed the reasons that the improvement plans were necessary
- Pryor has hired a licensed teacher is not endorsed in library but she is entering into an internship program at MSU-Billings. The superintendent provided an action plan for the completion of the library endorsement.
- Discussed the World Language and Career and Technology problem in the 7th grade. The 8th graders are in the high school and are served by the high school teachers. The 7th graders are in the elementary building and are served by a self-contained teacher. This elementary endorsed teacher teaches the Crow Language and computers. A schedule will be sent to OPI.

Lambert Schools

Date of the visit – February 11, 2009

Present were: Steven Schwartz, Superintendent and Greg Rauschendorfer, Board Chair

Continued Deviation: Non-licensed teacher

- Discussed the Accreditation Response Options for Continuing Deviations.
- Lambert Schools will remove the non-licensed teacher and replace him with a properly licensed and endorsed teacher.

"It is the mission of the Office of Public Instruction to improve teaching and learning through communication, collaboration, advocacy, and accountability to those we serve."

Plentywood Schools

Date of the visit – February 11, 2009

Present were: Joe Bennett, Superintendent

Continued Deviation: Non-licensed teacher

- Discussed the Accreditation Response Options for Continuing Deviations.
- The teacher is enrolled with the Northern Plains Transition to Teaching program in Bozeman. She needs to complete one more course (out of three required) to be eligible to apply for the alternative license. She will have the course completed May, 2009.

Lewistown Elementary Schools

Date of the visit – Scheduled for March, 2009

Continued Deviation: Not enough library FTE for all the elementary schools



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Denise Juneau
Superintendent

March - 2009

ANNUAL ACCREDITATION PROCESS CALENDAR

The timeline below represents a tentative schedule for the accreditation process. Any changes in a given year will be communicated to the schools and districts as part of the Annual Data Collection (ADC) packet.

July

- The OPI mails a reminder letter to districts that have not submitted the required improvement plan due by August 1 as determined by the annual status determination

August

- The OPI contacts districts that have not submitted the required improvement plan due August 1 as determined by the annual status determination
- ADC workshops held around the state to review requirements and procedures for submitting the ADC

September

- Schools receive ADC packet from the OPI
- The OPI staff begins review of improvement plans

October

- ADC is electronically submitted to the OPI. Immediately upon submission, a Preliminary Accreditation Report is transmitted electronically to the school and/or district. This report provided preliminary determinations of deviations from the accreditation standards.
- Class schedules for grades 7-12 are sent by mail to the OPI by schools and districts.

November

- The OPI staff completes review of improvement plans and prepares recommendations for approval or disapproval of the plans for presentation to state Superintendent.

December 1

Annual Accreditation Process Calendar
MT Office of Public Instruction - Accreditation Division
Denise Juneau, Superintendent

- Schools and districts need to have submitted any corrections or clarifications concerning deviations identified on the Preliminary Accreditation Report.
- Schools that (1) do not submit a completed ADC by this date or (2) continue to employ non-licensed staff by this date will be recommended for no higher than a deficiency accreditation status for the current year.

December

- The OPI staff meets with the state Superintendent to finalize recommendations for improvement plans including recommendations for using accreditation response options for continuing deviations. These response options include:
 - ✓ For schools with ineffective or missing corrective plans and continuing serious deviations from accreditation standards, the Office of Public Instruction (OPI) will conduct an on-site visit to review and reinforce needed corrective actions.
 - ✓ Schools that have reported data which contains inaccurate or inconsistent information or school districts that have continuing deviations in any category will receive an on-site visit to review and reinforce needed corrective actions
 - ✓ For schools completing a major building construction project, OPI will follow-up in the fall to see if deviations are corrected as a result of the reconfiguration and expansion of the system.
 - ✓ Consecutive years of using non-licensed teacher. The school administrator and the chairperson of the board will be required to appear before the Board of Public Education.

December/January

- The OPI staff conducts quality checks on ADC data submitted; reviews any other pertinent information; and prepares accreditation recommendations for the Superintendent.

January Board of Public Education (BPE) Meeting

- The state Superintendent makes final recommendations to the BPE for approval or disapproval of improvement plans. Board action is taken on these recommendations.
- Plans for use of accreditation response options for schools with continuing deviations are reviewed with the BPE.

February

- The OPI notifies schools of action taken on improvement plan and on any planned use of accreditation response options for continuing deviations.

March Board of Public Education Meeting

- The state Superintendent makes final recommendations to the BPE for the final accreditation status for all schools. Board action is taken on these recommendations.

April

- The OPI notifies schools of accreditation status and requirements for submitting applicable improvement plans by August 1.
- The OPI staff meets with the Superintendent to finalize recommendations resulting from on-site visits to schools with continuing deviations.

May Board of Public Education Meeting

- The state Superintendent makes recommendations to the BPE resulting from on-site visits. Board action is taken on these recommendations.



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Linda McCulloch
Superintendent

ACCREDITATION RESPONSE OPTIONS FOR CONTINUING DEVIATIONS

- I. All Accredited Schools with Continuing Deviations
 - A. For schools with ineffective or missing corrective plans and continuing serious deviations from accreditation standards, the Office of Public Instruction (OPI) will conduct an on-site visit to review and reinforce needed corrective actions.
 - B. For schools completing a major building construction project, OPI will follow-up in the fall to see if deviations are corrected as a result of the reconfiguration and expansion of the system.
 - C. Schools with Continued Use of Non-Licensed Teachers
- II First year using non-licensed teacher –Deficiency Status. A letter will be sent from the state superintendent's office emphasizing the serious consequences should the district continue to use non-licensed teachers(s).
- III Consecutive years of using non-licensed teacher. The school administrator and the chairperson of the board will be required to appear before the Board of Public Education.

On-site Reviews to Validate Self Reporting of Annual Data Collection

- I. Random selection of schools
 - A. Any school
 - B. Schools that have shown continued improvement
 - C. Schools that have maintained Regular Accreditation Status for five years
- II. On-Site visits to schools
 - A. Schools that have reported data which contains inaccurate or inconsistent information
 - B. School districts that have continuing deviations

"It is the mission of the Office of Public Instruction to improve teaching and learning through communication, collaboration, advocacy, and accountability to those we serve."

EXECUTIVE SUMMARY

DATE: MARCH 2009

PRESENTATION: Progress Report on Revised 2007-2008 Improvement Plans for Schools with Advice or Deficiency Accreditation Status and Schools with Regular with Deviation Status Due to Misassignments

PRESENTER: Dale Kimmet
Accreditation Specialist
Office of Public Instruction

OVERVIEW: This presentation provides to the Board of Public Education a progress report of the improvement plans to correct accreditation deviations. This report provides current information on the action taken by schools to meet the 2007-2008 improvement plans. By August 1, each school receiving Advice or Deficiency Accreditation or Schools with Regular with Deviation Status Due to Misassignments are required to submit an improvement plan describing its action to correct the deviations.

REQUESTED DECISION(S): None

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Information

Summary of Improvement Plans Submitted by Schools Receiving Advice or Deficiency Status

2007-08 MARCH UPDATE

Color Key: Black – General Deviation Comments **Red – Significant and/or On-going Deviation Issues**
Blue – OPI Comment/Recommendations (Previous) **Green – OPI Comment/Recommendations (Current)**

BIG HORN COUNTY

Pryor (All schools): SY 2004-05 Advice Status, SY 2005-06 Deficiency Status

10.55.902 Basic instructional program is not met. Music is not offered ½ unit each year in grades seven and eight.

10.55.908 Facilities create safety and health hazards and inadequate learning conditions.

2004-2005 Response: **None**

OPI Review/Response – 2/03/06 – Deviations have not been corrected.

10.55.908 Facilities create safety and health hazards and inadequate learning conditions.

10.55.707.1 District using teachers who do not have valid Montana teaching license.

10.55.902.4 No world language in grades 7-8

10.55.904.2 No world language in grades 9-12

2005-2006 Response: District will be using licensed teachers by SY 2006-07. Fire code issues have been resolved – report will be forthcoming. German will be offered beginning in SY 2006-07.

OPI Review/Response – 2/16/07

Pryor Elementary – Plan accomplished; librarian is now not endorsed – 1st yr.

Pryor 7-8 - School no longer using non-licensed teachers and facilities issues have been resolved. School does not offer required basic instructional program – Vocational and world language courses are not offered. Librarian is not endorsed – 1st yr.

Plenty Coup HS – School no longer using non-licensed teachers and facilities issues have been resolved. School does not offer required basic instructional program – no world language courses are offered. Librarian is not endorsed – 1st yr.

Pryor 7-8: SY 2006-07 Deficiency Status

10.55.709 Teacher does not have a library endorsement. 1st yr.

10.55.902.4 Basic instructional program is not met. Third occurrence. World language and vocational/technical education are not offered ½ unit each year in grades seven and eight.

Plenty Coups High School: SY 2006-07 Deficiency Status

10.55.709 Teacher does not have a library endorsement. 1st yr.

10.55.904.2 Basic instructional program is not met. World language is not offered two units each year at the high school level. Second occurrence.

2006-07 Response: No improvement plan was submitted. Librarian now properly endorsed. World Language still not offered in 7-8 or two units at HS.

OPI Review/Recommendation – 12/07 – Worked with district to secure a plan. World Language now offered at 7-8. Two units of World Language at HS will consist of Spanish I and Crow Language classes.

Pryor 7-8: SY 2007-08 Deficiency Status

10.55.902.4 Basic instructional program is not met. World language and vocational/technical education are not offered ½ unit each year in grades seven and eight. Fourth occurrence.

2007-08 Response: No improvement plan was submitted. Recommend onsite visit and intensive technical assistance.

Plenty Coups High School: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2007-08 Response: No improvement plan was submitted. Recommend onsite visit and intensive technical assistance. Teacher licensed on December 21, 2007.

OPI Review/Response 2/10/2009: On-site visit conducted on 2/10/2009. Improvement plans will be submitted on time. Received improvement plan 2/17/2009 – World Language and Computers are being taught by an elementary certified teacher. Recommend approval but will continue to monitor.

BROADWATER COUNTY

Townsend Elementary: SY 2007-08 Advice Status

10.55.709 Teacher does not have a library endorsement. Second occurrence.

10.55.709.1(b) School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 352 students. Second occurrence.

2007-08 Response: Teacher to enroll into a library intern program.

OPI Review/Recommendation – 12/08 – Teacher not enrolled in internship program – recommend disapproval of plan.

OPI Review/Recommendation – 2/09 – Have applied to the MSU internship program – recommend approval of the plan.

CARBON COUNTY

Bridger Elementary: SY 2007-08 Advice Status

10.55.708.1 Teacher is assigned to teach Kindergarten with a Special Education license only. This is the third year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher will meet Montana licensing requirements on 11/12/2008.

OPI Review/Recommendation – 12/08 – Correct endorsement still pending – will continue to monitor. Recommend approval if endorsement received by February 1, 2009.

OPI Review/Recommendation – 2/09 – Endorsement not received by February 1 – will continue to monitor and report back at May BPE meeting.

CHOUTEAU COUNTY

Highwood High School: SY 2007-08 Advice

10.55.709 Teacher does not have a library endorsement. Second occurrence.
10.55.708.1 Teacher is teaching Health/Physical Education in high school with an elementary level license. This is the first year the district has misassigned this teacher.

2007-08 Response: Will encourage the teacher to enroll in a librarian internship. Teacher will not be teaching PE next year

OPI Review/Recommendation – 12/08 – Teacher not in an internship program. Recommend disapproval of the plan and a new plan be submitted by March, 2009.

Revised Response: Highwood Schools has submitted an alternative standard for library.

OPI Review/Recommendation – 2/09 – will evaluate the alternative and make a recommendation at the May BPE meeting.

FERGUS COUNTY

Lewistown Public Schools

Garfield School: SY 2006-07 Advice

10.55.709.1(a) Garfield School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 184 students. Third occurrence.

Highland Park School SY 2006-07 Advice

10.55.709.1(a) Highland Park School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 279 students. Third occurrence.

Lewis & Clark School: SY 2006-07 Advice

10.55.709.1(a) Lewis & Clark School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 198 students. 3rd yr.

Lewistown 7-8: SY 2006-07 Deficiency

10.55.709.1(a) Lewistown 7-8 School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 228 students. 3rd yr.

2006-07 Response: The district plans to hire additional librarians when funding becomes available, hopefully in the "very near future."

OPI Review/Recommendation – 12/13 – Recommend disapproval of plan.

Revised Response: The district will add the needed 1.0 FTE Librarian for the 2009-2010 school year. In an e-mail submitted later the superintendent reported that the district may be able to add the needed librarian for the 2008-2009 school year.

OPI Review/Recommendation – 5/08 - Recommend Approval

Garfield School: SY 2007-08 Deficiency

10.55.709.1(a) Garfield School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 214 students. Fourth occurrence.

Highland Park School SY 2007-08 Deficiency

10.55.709.1(a) Highland Park School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 279 students. Fourth occurrence.

Lewis & Clark School: SY 2007-08 Deficiency

10.55.709.1(a) Lewis & Clark School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 179 students. Fourth occurrence.

Lewistown 7-8: SY 2007-08 Deficiency

10.55.709.1(a) Lewistown 7-8 School does not provide a half-time (.50 FTE) licensed librarian for a student population of 126-250 students. Current enrollment is 218 students. Fourth occurrence.

Fergus High School: SY 2007-08 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license.

2007-08 Response: Submitted a plan for library alternative standard (recommended disapproval). District plans to budget for the 2009-10 school year to add at least a half time librarian if not a full time librarian in the elementary schools. Unlicensed teacher no longer employed.

OPI Review/Recommendation – 12/08 – Did not follow through with the 2006-07 plan to increase library FTE by one (even decreased from 2.039 to 2.000). Recommend disapproval of the current plan and an onsite visit and intensive technical assistance.

OPI Review/Recommendation – 2/09 – Will visit in March and report back to the BPE in May

FLATHEAD COUNTY

Bigfork School and 7-8: SY 2004-05 Advice Status

10.55.709 Bigfork School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Current enrollment is 345 students. Third occurrence.

10.55.709 Bigfork 7-8 School does not provide a half-time (0.5 FTE) certified librarian for a student population of 126-250 students. Current enrollment is 153 students. Third occurrence.

10.55.708 Teacher is assigned to teach reading and family and consumer sciences in grade(s) 7-8 with a secondary level license endorsed for Spanish K-12. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.713 Class load exceeds maximum enrollment of 30 students. Third period science class has 31

students. Second occurrence.

2004-2005 Response: Will add half-time aide to help the librarian. Teacher no longer assigned reading, and taking classes toward FCS endorsement. For 2005-06 school year, will add additional section for each core class to alleviate class overloads.

OPI Review/Response – 2/03/06 – Plan partially accomplished. District plans to apply for alternative standard for K-8 library services. Will advise district that FCS teacher needs to be enrolled in an endorsement internship program. The OPI will continue to monitor.

2005-2006 Response: Bigfork School - no Response was forthcoming.

OPI Review/Response for Bigfork School – 2/15/07 – School still not assigned 1.0 FTE to library – 5th yr.

2005-2006 Response: Bigfork 7-8 – FCS teacher not endorsed and is not working towards endorsement. Health teacher is not endorsed and is not working towards endorsement.

OPI Review/Response for Bigfork 7-8 – 2/15/07 - School indicates the two staff will remain in place as they have no one else.

Bigfork School: SY 2006-07 Deficiency

10.55.709.1(a) Bigfork School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Current enrollment is 365 students. 5th yr.

10.55.712.1 Class load exceeds maximum enrollment. One Grade K exceeds 20 students by one (1). One Grade 2 class exceeds 20 students by two (2).

2006-07 Response: None – second year without plan.

OPI Review/Recommendation – 12/07 – On-site Visit – 12/6/07 – District is now only .1 FTE short in librarian FTE. Plan pending - continue to monitor and report back at March BPE meeting.

Bigfork 7-8: SY 2006-07 Advice

10.55.708.1 Teacher is assigned to teach family and consumer sciences in grade(s) 7-8 with a secondary level license endorsed for Spanish K-12. This is the third year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.
10.55.708.1 Teacher is assigned to teach health in grade(s) 7-8 with a secondary level license endorsed for broadfield social studies. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2006-07 Response: District plans to drop FCS. Misassigned health teacher doing a good job so she will remain assigned.

OPI Review/Recommendation – 12/07 – On-site Visit – 12/6/07 – Plan pending – they are currently looking for a acceptable endorsement program for the teacher. Continue to monitor and report back at March BPE meeting.

OPI Review/Recommendation – 05/08 – OPI continues to work with the district to develop an acceptable plan. Meeting was held in Bigfork with the administration on 3/31/08. Plan is 90% complete. Will continue process and report back at July BPE meeting.

Bigfork Elementary: SY 2007-08 Deficiency

10.55.709.1(a) Bigfork School does not provide a full-time (1.0 FTE) certified librarian for a student

population of 251-500 students. Current enrollment is 365 students. Sixth occurrence.

2007-08 Response: Submitted a library alternative to the standard.

OPI Review/Recommendation – 12/08 – Will review the alternative and make a recommendation at the March BPE meeting.

OPI Review/Recommendation – 2/09 – Plan complete if library alternative standard is approved.

Bigfork High School: SY 2007-08 Deficiency

10.55.708.1 Teacher is assigned to teach Welding in grade(s) 9-12 with a secondary level license endorsed for Trades & Industry-Building Trades, Auto Technology, and Carpentry. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Will continue to use misassigned teacher to teach welding.

OPI Review/Recommendation – 12/08 – Recommend disapproval

OPI Review/Recommendation – 3/09 – Welding teacher is now properly endorsed – plan completed

Fair-Mont Egan (All Schools): SY 2004-05 Advice Status

10.55.703 Principal does not have an administrator's license endorsed for elementary or secondary principal.

2004-2005 Response: Principal is currently enrolled in a state accredited masters in public administration program.

OPI Review/Response – 2/03/06 – Recommend disapproval of plan. Principal needs to be enrolled in an educational administration program.

2005-2006 Response: No additional plan was forthcoming.

OPI Review/Response – 2/16/07 – Principal is still not endorsed and not enrolled in an intern program or course of study for school administration. School will move to Deficiency Status.

Fair-Mont-Egan School: SY 2006-07 Deficiency

10.55.703.1(c) Principal does not have an administrator's license endorsed for elementary principal. 3rd yr.
10.55.708.1 Teacher is assigned to teach Health & Physical Education in grade 6 with a secondary level license endorsed for Science (Broadfield). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

Fair-Mont-Egan 7-8: SY 2006-07 Deficiency

10.55.703.1(c) Principal does not have an administrator's license endorsed for elementary or secondary principal. 3rd yr.
10.55.708.1 Teacher is assigned to teach General Social Science, Math, and English/Language Arts in grades 7, 7-8, and 8, respectively, with a secondary level license endorsed for Science (Broadfield). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

OPI Review/Recommendation – 12/07 – On 10/24/07 meeting was held with county superintendent, board chair and administrator. An adequate resolution and improvement plan was developed.

Completion of proper endorsement is scheduled for summer of 2008. County superintendent will monitor. Recommend approval of plan.

Fair-Mont-Egan Schools: SY 2007-08 Deficiency Status

10.55.703.1(c) Principal does not have an administrator's license endorsed for elementary principal. Fourth occurrence.

2007-08 Response: Principal completed degree and applied for a Montana Class 3 license.

OPI Review/Recommendation – 12/08 – Principal endorsement pending in licensure. Will continue to monitor.

OPI Review/Recommendation – 2/09 – Principal received the proper endorsement on 1/14/09 – Plan completed

Helena Flats School: SY 2007-08 Advice Status

10.55.710.2 School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .468 FTE for 187 students. Third occurrence.

10.55.712.2 Multi-grade classroom exceeds maximum class size. Four combination grades 1-3 exceed 20 students: one by two (2) and three by four (4) each. One combination grade PK-K exceeds 20 students by three (3). Third occurrence.

2007-08 Response: Have a .10 FTE school psychologist who helps with counseling Have paraprofessionals in classrooms as required.

OPI Review/Recommendation – 12/08 – Recommend alternative variance.

OPI Review/Recommendation – 2/09 – Have received an alternative standard – will review and make a recommendation at the May BPE meeting.

Kalispell Public Schools

Elrod School: SY 2007-08 Deficiency Status

10.55.712.1 Class load exceeds maximum enrollment. Two grade K classes exceed 20 students by three (3) each. Two grade 1 classes exceed 20 students by one (1) each. One grade 2 class exceeds 20 students by two (2). Fifth occurrence.

2007-08 Response: Every effort will be made within the constraints of funding availability to insure that primary class sizes are kept at or below 20 students, will place paraprofessional in classroom if over 20.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan. A new plan will be requested for the March BPE meeting.

Additional Response: The District is re-working the District transfer policy to help alleviate the overloading problem. The District will send a written response by March 3, 2009 (deadline provided in the letter).

OPI Review/Recommendation – 2/09 – Will review the response and present it to the BPE in May.

Whitefish Public Schools

Whitefish Central 7-8: SY 2006-07 Deficiency

10.55.709.1(a) Whitefish Central 7-8 School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. 6th yr.

OPI Review/Recommendation – 12/07 – Visited district and met with superintendent on 11/16/07 and again on 12/6/07 – plan pending. Continue to monitor and report back at March BPE meeting.

OPI Review/Recommendation – 05/08 - OPI continues to work with the district to develop an acceptable plan. Plan is 50% complete. Will continue process and report back at July BPE meeting.

Whitefish Central 7-8: SY 2007-08 Deficiency

10.55.705.1(c) School does not employ a principal who devotes full time to supervision and administration. School's current licensed FTE is 24.0 and 256 students. First occurrence.

10.55.709.1(a) School does not provide a full-time (1.0 FTE) certified librarian for a student population of 251-500 students. Seventh occurrence.

10.55.710.2 School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 0.64 FTE for 256 students. First occurrence.

2007-08 Response: Principal FTE increase to 1.0. Librarian FTE at .5 with a .5 aide. Counselor FTE increase to meet accreditation.

OPI Review/Recommendation – 12/08 – Has increased the FTE according to the plan. Will revisit the alternative standard for library and make a recommendation at the March BPE meeting.

OPI Review/Recommendation – 2/09 – The alternative standard will be revisited this spring and a recommendation will be made at the May BPE meeting.

JEFFERSON COUNTY

Montana City Elementary: SY 2007-08 Advice Status

10.55.704.1(c) The school district exceeds 30 licensed FTE and does not employ a full-time district superintendent. Total district licensed FTE is 32.9. First occurrence.

10.55.708.1 Teacher is assigned to teach Physical Education in grade(s) 1-3 with a secondary level license endorsed for Art (K-12). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.709.1(b) Montana City School does not provide a full-time (1.0 FTE) licensed librarian for a student population of 251-500 students. Current enrollment is 272 students. Second occurrence.

2007-08 Response: The Superintendent is now full-time. Hired properly endorsed teachers to teach PE and Art. Applied for a library alternative.

OPI Review/Recommendation – 12/08 – Have recommended disapproval of the library alternative.

OPI Review/Recommendation – 2/09 – Will make a recommendation at the May BPE meeting.

JUDITH BASIN COUNTY

Hobson 7-8: SY 2006-07 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license. 1st yr.

10.55.902.4 Basic instructional program is not met. World Language is not offered ½ unit each year in grades seven and eight. 1st yr.

Hobson 7-8: SY 2007-08 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license. Second occurrence – different teacher.

2007-08 Response: Unable to find a certified Art teacher, will employ a misassigned teacher and continue to search for a certified teacher.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan – will continue to monitor

Revised Response: Misassigned teacher is working with Prescott College and has a detailed plan to complete the coursework necessary for an Art endorsement by April, 2010.

OPI Review/Recommendation – 3/09 – Recommend approval of the plan

Hobson High School: SY 2006-07 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license.

2006-07 Response: Non-licensed teacher no longer employed. World Language will continue to be offered to 7th and 8th – ½ unit each year. Will insure it is properly noted on ADC.

OPI Review/Recommendation – 12/07 – Review of 2007 ADC shows the planned changes have been made.

Hobson High School: SY 2007-08 Deficiency

10.55.707.1 Teacher does not have a valid Montana teaching license. Second occurrence – different teacher.

2007-08 Response: Unable to find a certified Art teacher, will employ a misassigned teacher and continue to search for a certified teacher.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan – will continue to monitor

Revised Response: Misassigned teacher is working with Prescott College and has a detailed plan to complete the coursework necessary for an Art endorsement by April, 2010.

OPI Review/Recommendation – 2/09 – Recommend approval of the plan

LEWIS and CLARK

Helena Public Schools

Helena High School: SY 2004-05 Advice Status

10.55.708 Teacher is assigned to teach metal working/welding in grade(s) 9-12 with a secondary level certificate endorsed for trades and industry-industrial mechanic. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.713 Class load exceeds maximum enrollment of 30 students. Seven classes are overloaded. Third occurrence.

2004-2005 Response: Teacher has been reassigned to appropriate area and properly endorsed teacher has been hired. Enrollments are projected to be less than 30 students per section for the 2005-06 school year.

OPI Review/Response – 2/03/06 – Plan partially accomplished; properly endorsed teacher has been hired. Classes are still overloaded. The OPI will continue to monitor.

Helena High School: SY 2005-06 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.713.2 Class loads exceed maximum enrollment of 30 students – 4th yr. Twenty-six classes are overloaded.

2005-2006 Response: Non-licensed teacher is now licensed. Have added sections and will monitor overloads.

OPI Review/Response – 2/21/07 – Plan accomplished

Helena High School: SY 2006-07 Advice Status

10.55.703.1(c) Administrator does not have an administrator's license endorsed for secondary principal. 1st yr.

10.55.708.1 Teacher is assigned to teach Geography in grade(s) 9 with a secondary level license endorsed for History. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach General Science in grade(s) 9-12 with a secondary level license endorsed for Chemistry and Psychology. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2006-07 Response: Administrator will focus on special ed supervision. Misassigned teachers will be reassigned.

OPI Review/Recommendation – 12/07 – Administrator still needs appropriate administrative endorsement. Recommend disapproval of this portion of the plan. Misassignments have been corrected.

OPI Review/Recommendations – 05/08 – Awaiting plan update. Met with superintendent and district administrative team on 02/09. The district is planning to pursue an alternative standard for the elementary guidance deviations. Administrator at high school still not endorsed. Will continue process and report back at July BPE meeting.

Helena High School: SY 2007-08 Advice Status

10.55.703.1(c) Principal does not have an administrator's license endorsed for secondary principal. Second occurrence.

10.55.708.1 Teacher is assigned to teach General Science in grade(s) 9-12 with a secondary level license endorsed for Chemistry and Psychology. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: A new administrator with the correct endorsement has been hired. The Science teacher will be teaching within his endorsement during the 2009-10 school year.

OPI Review/Recommendation – 12/08 – Administration assignment corrected. Will continue to monitor the Science teacher during the 2009-10 ADC cycle.

LINCOLN COUNTY

Libby Public Schools

Libby High School: SY 2007-08 Advice Status

10.55.708.1 Teacher is assigned to teach Physical Science in grade(s) 9-12 with a secondary level license endorsed for Biology and Physical Education and Health (K-12). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.709.1(c) School does not provide 1.5 FTE licensed librarians for a student population of 501-1000 students. Current enrollment is 516 students. Second occurrence.

2008-09 Response: Teacher will not teach in a field not endorsed in. Unable to find a certified librarian, placed an endorsed teacher in the position. She has completed more than half her endorsement.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan. A new plan will be requested for the March BPE meeting.

Revised Response: A math teacher is working with UM-Western and will be completed with the coursework May 6, 2009.

OPI Review/Recommendation – 2/09 – Recommend approval of the plan.

Troy Public Schools

Troy HS: SY 2005-06 Advice Status

10.55.704.2 The assigned curriculum coordinator does not hold an appropriate Class 3 administrative license.

10.55.708.1 One teacher misassigned – secondary license endorsed in another area – 1st yr.

10.55.713.2 3 classes are overloaded. Second occurrence.

2005-06 Response: District will no longer list curriculum coordinator. Teacher is working on endorsement. No correction on overloads.

OPI Review/Response – 2/19/07 – Teacher remains misassigned – 2nd yr. Additional teacher misassigned to teach shop classes with elementary certificate. Overloads continue to be a problem – two PE classes

with overloads of three and two students – two history classes with overloads of five and six. School will continue on Advice Status.

Troy High School: SY 2006-07 Advice Status

10.55.708.1 Teacher is assigned to teach General Shop, Metal Working/Welding and Small Engines in grade(s) 9-12 with an elementary level license endorsed for Elementary Curriculum. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Computer Applications, Accounting, and Marketing in grade(s) 9-12 with a secondary level license endorsed for mathematics. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.713.2 Class load exceeds maximum enrollment of 30 students. Four classes are overloaded. 3rd yr.

2006-07 Response: Wants to keep shop teacher in place – has T&I – Auto and Building Trades credentials. Math teacher is working on business endorsement. Teachers can handle overloaded classes.

OPI Review/Recommendation – 12/07 – Math teacher is now teaching computer classes only – no longer a misassignment. Shop teacher still misassigned and two history electives remain significantly overloaded at 36 and 37. Recommend disapproval of plan for these two deviations.

Revised Response: The district is reorganizing the industrial arts program to match endorsements of teacher. At the 7/8 level staff is being reassigned to alleviate deviation.

OPI Review/Recommendation – 5/08 - Recommend Approval

Troy High School: SY 2007-08 Deficiency Status

10.55.708.1 Teacher is assigned to teach Metal Working/Welding and Small Engines in grade(s) 9-12 with a secondary level license endorsed for T&I-Automotive Technology and T&I-Building Trades. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.713.2 Class load exceeds maximum enrollment of 30 students. Three classes are overloaded by two (2), six (6), and seven (7), respectively. Fourth occurrence.

2007-08 Response: In the process of reorganizing the industrial arts program with the intent of offering courses that are useful to students but within the endorsements of existing staff. Cut off enrollment at 30 students.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan. A request for a new plan will be made for the March BPE meeting. Will suggest a Class 4 license for welding.

OPI Review/Recommendation – 2/09 – Pursuing the Class 4 license for welding. Recommend approval of the plan

POWELL COUNTY

Avon Elementary: SY 2007-08 Advice Status

10.55.709.2 School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students. Current enrollment is 35 students. First occurrence.

10.55.710.1 School does not provide school counseling services at the elementary level. First occurrence.

2007-08 Response: Counselor was hired. Will attend the Montana Small Schools Alliance counseling and library accommodations training in Helena on August 18, 2008.

OPI Review/Recommendation – 12/08 – Have not submitted an alternative standard for library. Contacted the County Superintendent and he will make sure they submit the paperwork.

OPI Review/Recommendation – 2/09 – Recommend approval of the plan if the alternative standard for library is approved.

RAVALLI COUNTY

Hamilton High School: SY 2007-08 Advice Status

10.55.708.1 Teacher is assigned to teach Special Education in grade(s) 9-12 with a secondary level license endorsed for English. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Physical Education (only) in grade(s) 9-12 with a secondary level license endorsed for Biology and Chemistry. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.709.1(c) School does not provide 1.5 FTE licensed librarians for a student population of 501-1000 students. Current enrollment is 569 students. Second occurrence.

2007-08 Response: Special Education teacher is now properly endorsed. PE teacher agreed to enroll in an internship program. Plan to apply for a library alternative standard.

OPI Review/Recommendation – 12/08 – Special Education teacher is properly endorsed and the P.E. teacher is enrolled in an internship program. Received an alternative plan for library, will evaluate and report to BPE in March.

OPI Review/Recommendation – 2/09 – Received an alternative plan for library, will evaluate and report to BPE in May.

RICHLAND

Lambert K-12 Schools

Lambert 7-8, Lambert High School: SY 2006-07 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license

2006-07 Response: Teacher will not be employed for the 2007-08 school year.

OPI Review/Recommendation – 12/07 – Teacher is no longer employed.

Lambert 7-8, High School: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license. Second occurrence (different teacher).

2007-08 Response: Teacher renewed under the condition that he be properly licensed and endorsed by January 1, 2009.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan will monitor after January 1, 2009 to see if licensed – if the teacher does not receive a license after January 1, 2009, recommend an onsite visit and intensive technical assistance.

OPI Review/Response 2/11/2009: On-site visit conducted on 2/11/2009. Non-licensed teacher has been removed and replace with a properly licensed and endorsed teacher. Plan completed.

ROOSEVELT COUNTY

Brockton 7-8: SY 2007-08 Advice Status

10.55.709 Teacher does not have a library endorsement. First occurrence.

10.55.902.4 Basic instructional program is not met. Music is not offered ½ unit each year in grades seven and eight. First occurrence.

2007-08 Response: Teacher received a library endorsement during the past school year. Did not have a teacher last year, continue trying to find a certified music teacher.

OPI Review/Recommendation – 12/08 – Teacher received a library endorsement – Hired a non-licensed music teacher. If licensure issue not satisfied by 12/1/2008 Superintendent & Board Chair will be called to the January, 2009 BPE meeting.

OPI Review/Recommendation – 2/09 – Submitted an unacceptable plan. 2009-2010 Accreditation may be in jeopardy.

ROSEBUD COUNTY

Ashland Elementary: SY 2005-06 Advice Status

2005-2006 Response: Non-licensed teacher has an alternative license. Misassigned teacher has been replaced with a distance learning class.

OPI Review/Response – 2/15/07 – Plan partially accomplished; misassigned teacher appropriately assigned. World language is not offered via distance learning.

Ashland 7-8: SY 2005-06 Advice Status

2005-2006 Response: Non-licensed teacher has an alternative license. Misassigned teacher has been replaced with a distance learning class.

OPI Review/Response – 2/15/07 – Plan partially accomplished; misassigned teacher appropriately assigned. World language is not offered via distance learning. School goes to Deficiency Status.

Ashland Public Schools (All Schools): SY 2006-07 Advice Status

10.55.709.2 Ashland School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students. 2nd yr.

10.55.710.3 School and/or district with fewer than 125 students does not provide school counseling services. 2nd yr.

2006-07 Response: District will hire a counselor and arrange for one of the staff members to participate in librarian internship program.

OPI Review/Recommendation – 12/07 – Plan partially accomplished. Librarian FTE not showing on ADC.

Ashland Public Schools (All Schools): SY 2007-08 Deficiency

10.55.709.2 Ashland School does not provide library media services by employing or contracting with an endorsed librarian for a student population of less than 125 students. Current enrollment is 43 students. Third occurrence.

2007-08 Response: Currently have a teacher who just got certified in Library and is waiting on a new certificate.

OPI Review/Recommendation – 12/08 – Librarian not properly endorsed – recommend disapproval of the plan and will request a new plan be submitted by the March BPE meeting.

Revised Response: Due to a scheduling error a class necessary to enroll in the internship program could not be completed. The class now is near completion and the teacher will be able to enroll in the library internship program this spring.

OPI Review/Recommendation – 2/09 – Recommend approval of the plan – will continue to monitor.

SHERIDAN COUNTY

Plentywood 7-8 and High School: SY 2004-05 Deficiency Status

10.55.707 Teacher does not have a valid Montana teaching license.

2004-2005 Response: District is working toward resolving this issue as soon as possible.

OPI Review/Response – 2/03/06 – Plan not accomplished

OPI Review/Response -2/19/07 – Teacher is no longer employed.

Plentywood (All Schools): SY 2005-06 Deficiency Status

Plentywood School

10.55.707.1 Administrator does not have a valid Montana administrative license – 1st yr.

Plentywood 7-8, Plentywood HS

10.55.707.1 Administrator does not have a valid Montana administrative license – 1st yr.

10.55.707.1 Teacher does not have a valid Montana teaching license - 2nd yr.

2005-2006 Response: Administrator is now licensed. Non-licensed teacher no longer employed.

OPI Review/Response – 2/20/07 - Plan accomplished

Plentywood (All Schools): SY 2006-07 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

2006-07 Response: Teacher is now licensed.

OPI Review/Recommendation – 12/07 – Deviation corrected.

Plentywood 7-8: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teacher license. Second occurrence (different teacher).
10.55.902.4 Basic instructional program is not met. World language is not offered ½ unit each year in grades seven and eight. First occurrence.

2007-08 Response: Teacher is enrolled in the Northern Plains Transition to Teaching program at MSU-Bozeman. A semester of world languages will be offered at each grade level in the Jr. High.

OPI Review/Recommendation – 12/08 – Has not received Class 5 license as of 12/1/08 – recommend disapproval of this part of the plan and an onsite visit and intensive technical assistance.
Recommend approval of the world language part of the plan.

OPI Review/Recommendation – 2/09 – On-site visit conducted on 2/11/2009. Teacher will have necessary credits for an alternative license in May. Recommend approval of the plan but continue to monitor.

Plentywood High School: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teacher license. Second occurrence (different teacher).

OPI Review/Recommendation – 12/08 – Has not received Class 5 license as of 12/1/08 – recommend disapproval of the plan and an onsite visit and intensive technical assistance.

OPI Review/Recommendation – 2/09 – On-site visit conducted on 2/11/2009. Teacher will have necessary credits for an alternative license in May. Recommend approval of the plan but continue to monitor.

VALLEY COUNTY

Frazer Public Schools

Frazer Schools (All schools): 2005-06 Deficiency Status

Frazer Elementary

10.55.707.1 Teacher does not have a valid Montana teaching license.
10.55.708.1 Teacher is assigned to teach special education in grade(s) K-6 with an elementary level license only – 1st yr.

Frazer 7-8

10.55.707.1 Teacher does not have a valid Montana teaching license.

Frazer High School

10.55.707.1 Two teachers do not have a valid Montana teaching license.
10.55.708.1 Teacher is assigned to teach business in grade(s) 9-12 with a secondary level license endorsed for social studies broadfield – 1st yr.

2005-2006 Response: None received.

OPI Review/Response – 2/21/07 – Plan accomplished; all non-licensed teachers are licensed. 2006-07 for Frazer Elementary and Frazer 7-8 will show new hire is non-licensed. Misassigned teacher appropriately assigned.

Frazer Elementary, Frazer 7-8: SY 2006-07 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license

2006-07 Response: No response.

OPI Review/Recommendation – 12/07 – Will continue to pursue compliance. Accreditation division will schedule a visit at the district and report back at the March BPE meeting.

Frazer High School: SY 2006-07 Advice Status

10.55.710 Teacher does not have a counseling endorsement.

10.55.904.2 Basic instructional program is not met. World Language is not offered two units each year at the high school level.

2006-07 Response: No response.

OPI Review/Recommendation – 12/07 – Will continue to pursue compliance. Accreditation division will schedule a visit at the district and report back at the March BPE meeting.

Frazer Elementary: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license. Third occurrence; first occurrence for this teacher.

10.55.710.3 Frazer Elementary School and/or district has fewer than 125 students and does not provide school counseling services. Current enrollment is 52 students. First occurrence.

2007-08 Response: Teacher is licensed and endorsed. A counselor has been hired who is licensed and endorsed.

OPI Review/Recommendation – 12/08 – Plan completed

Frazer 7-8: SY 2007-08 Advice Status

10.55.708.1 Teacher is assigned to teach Earth Science in grade 7 and Life Science in grade 8 with a secondary level license endorsed for History. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.710.3 Frazer 7-8 School and/or district has fewer than 125 students and does not provide school counseling services. Current enrollment is 17 students. First occurrence.

2007-08 Response: A new science teacher has been hired. A counselor has been hired who is licensed and endorsed.

OPI Review/Recommendation – 12/08 – Counselor is licensed and endorsed. The new science teacher is also non-licensed – recommend disapproval of the plan. Superintendent & Board Chair will be asked to report to BPE at the January, 2009 meeting.

OPI Review/Recommendation – 2/09 – New corrective plan received. Have removed the non-licensed teacher and replaced with a properly licensed and endorsed teacher. Recommend approval of the plan but will continue to monitor.

Frazer High School: SY 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach General Social Studies in grade(s) 9-12 with a secondary level license endorsed for History. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Native American Studies in grade(s) 9-12 with an elementary level license endorsed for Elementary Curriculum. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.904.2 Basic instructional program is not met. World Language is not offered two units each year at the high school level. Second occurrence.

2007-08 Response: Teacher no longer employed. History teacher will only teach in endorsed areas. Native American language will be taught by a properly endorsed teacher. World language will be offered via distance learning from Scobey.

OPI Review/Recommendation – 12/08 – All deficiencies corrected except unlicensed teachers (science, tech ed.) – recommend disapproval of the plan. Superintendent & Board Chair will be asked to report to BPE at the January, 2009 meeting.

OPI Review/Recommendation – 2/09 – New corrective plan received. CTE teacher is now properly licensed and endorsed. Have removed the non-licensed science teacher and replaced with a properly licensed and endorsed teacher. Recommend approval of the plan but will continue to monitor.

YELLOWSTONE COUNTY

Billings Schools:

Highland School - SY 2006-07 Advice Status

10.55.710.2 Highland School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .740 FTE for 296 students. 2nd yr.

2006-07 Response: No plan provided.

OPI Review/Recommendation – 12/07 – Monitor.

Highland School: SY 2007-08 Deficiency Status

10.55.710.2 Highland School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 0.72 FTE for 289 students. Third occurrence.

2007-08 Response: Currently have .6 FTE, the FTE allocation has been determined by the needs. State funding available will increase FTE.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan. Will schedule a visit with the district to review the multi year plan to ensure that it is on track. Will report to the board at the March BPE meeting.

Meadowlark School - SY 2006-07 Advice Status

10.55.709.1(a) Meadowlark School does not provide 1.5 FTE licensed librarians for a student population of 501-1,000 students. 1st yr.

10.55.710.2 Meadowlark School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 1.293 FTE for 517 students. 2nd yr.

2006-07 Response: Meadowlark enrollment includes special education students attending pre-school at Headstart and community centers. Actual count for accreditation purposes should be 345.

OPI Review/Recommendation – 12/07 – No deviations.

Meadowlark School: SY 2007-08 Deficiency Status

10.55.710.2 Meadowlark School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 0.98 FTE for 392 students. Third occurrence.

2007-08 Response: Currently have .8 FTE, have increased FTE for past six years.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan. Will schedule a visit with the district to review the multi year plan to ensure that it is on track. Will report to the board at the March BPE meeting.

Poly Drive School - SY 2006-07 Advice Status

10.55.710.2 Poly Drive School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs .775 FTE for 310 students. 2nd yr.

2006-07 Response: District wants to include social worker and psychologist as well as .5 FTE counselor.

OPI Review/Recommendation – 12/07 – Recommend approval and monitor.

Poly Drive School: SY 2007-08 Deficiency Status

10.55.710.2 Poly Drive School does not provide the minimum equivalent of one full-time counselor for each 400 students. The school currently needs 0.75 FTE for 300 students. Third occurrence.

2007-08 Response: Currently have .6 FTE, have increased FTE for past six years.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan. Will schedule a visit with the district to review the multi year plan to ensure that it is on track. Will report to the board at the March BPE meeting.

Boulder School: SY 2007-08 Deficiency Status

10.55.710.1 Boulder School does not provide school counseling services at the elementary level. Third occurrence.

2007-08 Response: Have .8 FTE, increased each year for past six. Have a full time social worker on staff.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan. Will schedule a visit with the district to review the multi year plan to ensure that it is on track. Will report to the board at the March BPE meeting.

OPI Review/Recommendation – 2/09 –

Dale Kimmet and Al Mc Milin met with Kathy Olson, Director of Elementary Education, at the Lincoln Center to discuss the disapproval of the districts improvement plan for Highland, Poly Drive, Boulder and Meadowlark elementary schools due to insufficient counseling FTE. This is the 4th year that all four

schools have had this deviation. Superintendent Jack Copps had intended to be present but was unable to attend.

The following points were stressed with Ms. Olson:

1. With the denial of the elementary counseling alternative standard in 2005, it was expected that the district would gradually add FTE to bring all schools up to the required level of counseling FTE required. While the district had been moving in that direction the current improvement plan made the statement that continued addition of FTE would be contingent on additional/available state funding.
2. Ms. Olson was reminded that correcting deviations from the minimum standards in a timely manner cannot be based upon "funding."
3. The purpose of the visit was work with the district to develop an acceptable improvement plan to address the deficiencies.
4. In addition, the increasing deviations in class overloads and library FTE was noted with Ms. Olson.

The district's basic points:

1. The district stands behind the improvement plan as submitted.
2. The district still believes that the renewal of the counseling alternative standard that was denied by the Board of Public Education in July of 2005 should have been approved.
3. The district believes that they need to provide the necessary counseling FTE using the elementary population as a whole not by school. Once that threshold is met then they must determine the best use of that counseling FTE at each school. (They have a total of 29 FTE for elementary counseling for the reported 10,201 student enrollment. At a 1 to 400 ratio they do meet their threshold.)
4. The district also employs some social worker FTE in support of the counselors. Ms. Olson also noted that some of the elementary principals also hold counseling endorsements.
5. The district has an effective, highly prescriptive and student-centered counseling program.
6. They have been and remain committed to the staffing counseling FTE based upon need. In some schools this has meant having more FTE than the minimum.
7. The district believes that the three schools in question have a much lower need based upon the higher socio-economic demographics of their respective areas.
8. The district is facing the prospect of additional FTE cuts for next year. Ms. Olson believes some of those cuts will come in the counseling area.

Recommended Next Steps:

As noted, it has been the practice to allow the large districts three to five years to accomplish the needed addition of FTE when alternative standard such as this one comes to an end. This is the fourth year for Billings in such a cycle.

They have added total counseling FTE as follows:

2005-2006	24.4 FTE
2006-2007	25.6 FTE
2007-2008	26 FTE

The issue still remains of the schools in question and adding additional FTE being based on available funding.

It is recommended that we set up another meeting in March with Superintendent Capps and at that meeting stress the requirements that need to be met and again, offer any technical assistance in developing a new improvement plan. In addition, discuss with him the process outlined under Accreditation Response Options for Continuing Deviations protocol. The Accreditation team will provide an update report in May.

PRIVATE SCHOOLS

Bozeman - Mount Ellis Academy: SY 2004-05 Deficiency Status

10.55.707 Music teacher does not have a valid Montana teaching license.

10.55.708 Teacher is assigned to teach physics in grade 12 with a secondary level license endorsed for biology, chemistry, and Spanish. This is the first year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.

2004-2005 Response: Music teacher will complete her final course for the music endorsement by September 2005. Physics teacher is working toward either a physics or broadfield science endorsement.

OPI Review/Response – 2/03/06 – Plan not accomplished; music teacher is still not licensed. Physics teacher is not endorsed.

SY 2005-06 Deficiency Status

10.55.703.1(c) Teacher does not have an administrator's license endorsed for secondary principal.

10.55.707.1 Teacher does not have a valid Montana teaching license – 2nd yr.

10.55.708.1 Teacher is assigned to teach physics in grade(s) 12 with a secondary level license endorsed for biology, chemistry, and Spanish – 2nd yr. – 4th yr with program.

10.55.708.1 Teacher is assigned to teach automotive technology in grade(s) 9-12 with a secondary level license endorsed for broadfield social studies and history – 1st yr.

10.55.714 Mount Ellis Academy does not provide the minimum of seven PIR days (42 hours). The school reported 38 hours of PIR.

2005-2006 Response: Administrator is licensed as of 2/8/06. Teacher who is not licensed is working on it – licensed teacher will fill in for the teacher during SY 2006-07. Misassigned teachers are working on their endorsements. Thought the PIR day requirement applied only to Title I schools – will correct for SY 2006-07.

OPI Review/Response – 2/19/07 – Plan not accomplished except for PIR day requirement. In addition to above non-licensed teacher school is using one other non-licensed teacher this year. School will remain in Deficiency Status.

SY 2006-07 Deficiency Status

10.55.707.1 Two teachers do not have a valid Montana teaching licenses.

10.55.708.1 Teacher is assigned to teach physics in grade(s) 12 with a secondary level license endorsed for biology, chemistry, and Spanish. This is the fourth year the district has misassigned this teacher. This is the fourth year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach automotive tech in grade(s) 12 with a secondary level license endorsed for social studies (broadfield) and history. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

2006-07 Response: One teacher was a reporting mistake. The other teacher is now fully certified. Physics and automotive teachers are working on their endorsements.

OPI Review/Recommendation – 12/07 – Non-licensed teacher deviations corrected. School needs to look at internship program for misassignments. Recommend disapproval of overall plan. OPI will need to visit school and review situation with the administration.

Mount Ellis Academy: SY 2007-08 Deficiency Status

10.55.708.1 Teacher is assigned to teach Physics in grade(s) 12 with a secondary level license endorsed for Biology, Chemistry, and Spanish. This is the fifth year the district has misassigned this teacher. This is the fifth year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Automotive Technology in grade(s) 12 with a secondary level license endorsed for Social Studies (Broadfield) and History. This is the third year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Detailed plan for the science teacher to get a broadfield endorsement. Auto tech will either be taught by properly endorsed teacher or not at all.

OPI Review/Recommendation – 12/08 - Endorsement for auto tech teacher is pending (Class 4) in licensure – will continue to monitor.

OPI Review/Recommendation – 2/09 – Class 4 license is in process at licensure. Recommend approval of the plan – will continue to monitor.

Lustre Christian High School: SY 2005-06 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license.

10.55.708.1 Teacher is assigned to teach physical education and health in grade(s) 9-12 with a secondary level license endorsed for broadfield social studies – 1st yr.

2005-2006 Response: Non-licensed teacher not addressed. Working on getting misassigned teacher endorsed.

OPI Review/Response – 2/15/07 – Plan not accomplished – school will remain in Deficiency Status.

SY 2006-07 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license. 2nd yr.

10.55.708.1 Teacher is assigned to teach physical education and health in grade(s) 9-12 with a secondary level license endorsed for broadfield social studies. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Biology and Physiology in grade(s) 9-12 with a secondary level license endorsed for English, Library, and Counseling. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2006-07 Response: Non-licensed teacher no longer with district. Replacement has Minnesota certification and has applied for Montana license. Misassigned teachers will be assigned to teach in endorsed areas.

OPI Review/Recommendation – 12/07 – Plan not accomplished – school will remain in Deficiency Status. Continue to monitor and report back at March BPE meeting.

Lustre Christian High School: 2007-08 Deficiency Status

10.55.707.1 Teacher does not have a valid Montana teaching license. Second occurrence (different teacher).

10.55.708.1 Teacher is assigned to teach Physical Education and Health in grade(s) 9-12 with a secondary level license endorsed for Mathematics. This is the first year the district has misassigned this teacher. This is the third year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Biology and Physiology in grade(s) 9-12 with a secondary level license endorsed for Mathematics and Chemistry. This is the first year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

Note: School has more than 5% of its total instructional assignments taught by misassigned staff. Second occurrence.

2007-08 Response: Teacher now has an alternative license. Different teacher will teach P.E. who is working with MSU-B to get the endorsement. New Science teacher hired.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan.

Additional Response: As of two weeks ago the P.E. teacher was told by Rocky Mountain College that they could get her the PE endorsement via interactive TV and on-line correspondence courses. The paperwork has been sent in and we are waiting the final details from RMC.

OPI Review/Recommendation – 2/09 – will continue to monitor and report to the BPE in May

Summary of Improvement Plans Submitted by Schools Receiving Regular with Deviation Status Due to Misassignments

2007-08 (MARCH UPDATE)

Color Key: Black – General Deviation Comments **Red – Significant and/or On-going Deviation Issues** **Blue – OPI Comment/Recommendations (Previous)** **Green – OPI Comment/Recommendations (Current)**

BIGHORN COUNTY

Hardin MS: SY 2007-08

10.55.708.1 Teacher is assigned to teach Mathematics in grade 8 with a secondary level license endorsed for History and English. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-2008 Response: The teacher has applied to MSU-Bozeman to acquire an endorsement in math and we continue to look for a properly endorsed math teacher.

OPI Review/Recommendation – 12/08 – Recommend disapproval of the plan and will request a new plan of improvement by the March BPE meeting.

OPI Review/Recommendation – 2/09 – No response to date – will monitor and report to the BPE in May.

CASCADE COUNTY

Belt High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach Family and Consumer Science in grade(s) 9-12 with a secondary level license endorsed for Social Studies (Broadfield) and Special Education. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: We currently do not have someone on staff that is properly endorsed but we will continue to offer the course because it prepares students for independent living. We will continue to support our current teacher in professional development and continue to search for a properly endorsed teacher.

OPI Review/Recommendation – 12/08 – will encourage the school to enroll teacher in an internship program. Recommend disapproval of the plan.

OPI Review/Recommendation – 2/09 – No report to date – will monitor and report to the BPE in May.

FLATHEAD COUNTY

Flathead High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach Earth Science and Physics in grade(s) 10-12 with a secondary level license endorsed for Biology. This is the first year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Earth Science in grade(s) 9 with a secondary level license endorsed for Biology. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Math in grade(s) 10-12 with a secondary level license endorsed for Physics. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: While not quite in compliance, most of the science teachers are teaching in their correct subject areas. Hire more people with broadfield science. Math teacher is continuing his efforts to secure his Math certification.

OPI Review/Recommendation – 12/08 – Need a more definite plan with timelines – recommend disapproval of the plan.

OPI Review/Recommendation – 2/09 – No report to date – will monitor and report to the BPE in May.

LAKE COUNTY

Charlo High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach Mathematics in grade(s) 9 with an elementary level license and a secondary level license endorsed for Physical Education and Health (K-12) and Social Studies (Broadfield). This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is teaching Earth Science and AP Environmental Science in high school with an elementary level license. This is the first year the district has misassigned this teacher. This is the year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.709 Teacher does not have a library endorsement. First occurrence.

2007-08 Response: Teacher no longer assigned math courses in the high school. Science teacher is in the program through Montana State University to obtain her endorsement. Librarian is currently working on library endorsement and will have it completed by fall of 2009.

OPI Review/Recommendation – 12/08 – Plan partially accomplished – will encourage internships for science teacher and librarian.

OPI Review/Recommendation – 2/08 – No report to date – will continue to monitor and report to the BPE in May.

PARK COUNTY

Gardiner 7-8, High School: SY 2007-08

10.55.708.1 Teacher is assigned to teach Physics in grade(s) 12 with a secondary level license endorsed in Mathematics, Chemistry, and Biology. This is the second year the district has misassigned this teacher. This is the second year the district has assigned an inappropriately endorsed teacher to this position/program.

10.55.708.1 Teacher is assigned to teach Art in grade(s) 9-12 with a secondary level license endorsed for Family and Consumer Sciences. This is the first year the district has misassigned this teacher. This is the first year the district has assigned an inappropriately endorsed teacher to this position/program.

2007-08 Response: Teacher has completed a masters program and acquired the needed science endorsement. Art teacher is enrolled in a university program and is completing the coursework for art.

OPI Review/Recommendation – 12/08 – Plan partially accomplished – will encourage internships for art teacher.

OPI Review/Recommendation – 2/09 – Credits accepted by MSU Bozeman – application to licensure. Plan accomplished.

EXECUTIVE SUMMARY

DATE: MARCH 2009

PRESENTATION: Frazer Public Schools Plan for Non-licensed Teachers

PRESENTER: Dale Kimmet
Accreditation Specialist
Office of Public Instruction

OVERVIEW: This presentation provides to the Board of Public Education for consideration the plan from Frazer Public Schools to correct the non-licensed teachers issue as recommended by state Superintendent Denise Juneau. The plan is attached.

REQUESTED DECISION(S): Approve state superintendent's recommendations.

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Action

District 2 & 2B
325 6th Street
Frazer, MT 59225

Frazer Schools

406-695-2241
406-695-2243 (fax)

Home of the Bearcubs



February ¹⁰, 2009

Mr. Dale Kimmit
Office of Public Instruction
Helena, MT

Mr. Kimmit,

The Frazer School District has complied with the Montana State Board of Education's request to improve the quality of instruction in our district.

As of January 23, 2009 we have hired Mrs. Kay Fjeld, Folio #44106, to teach 7-12 Science. She is a highly qualified teacher. Also Mr. Harry Hatton, Folio #82826, became certified after a lengthy time due to lost papers and re-applying several time for various needed materials.

Our hope is to educate our students to the fullest of our abilities and remain in compliance with all state regulations.

Sincerely,

Ms. Rita Talks Different
Board Chair
Frazer Public Schools

EXECUTIVE SUMMARY

DATE: MARCH 2009

PRESENTATION: Brockton Public Schools Plan for Non-licensed Teacher

PRESENTER: Dale Kimmet
Accreditation Specialist
Office of Public Instruction

OVERVIEW: This presentation provides to the Board of Public Education for consideration the plan from Brockton Public Schools to correct the non-licensed teacher issue as recommended by state Superintendent Denise Juneau. The plan is attached.

REQUESTED DECISION(S): Approve state superintendent's recommendations.

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Action

February 11, 2009

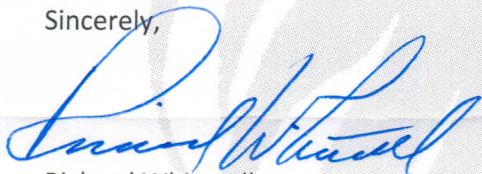
Dale Kimmet
Accreditation Specialist
Office of Public Instruction
PO Box 202501
Helena, MT 59620-2501

Re: Request for plan that would stop the use of non-licensed teachers.

We continue to attempt to find a licensed music teacher and have not done so and probably will not this school year. We will continue to advertise and seek to fill the vacancy with a certified teacher. In the interim my Board and I have concluded that Ms. Zahn will finish the current school year. This will not satisfy you, but I believe our children are better off with this non-certified teacher than they would be with no teacher.

This is not much of a plan but it relays our intent and hopefully we will find someone interested in the music position at Brockton School before next school year.

Sincerely,



Richard Whitesell
Superintendent

RECEIVED

FEB 12 2009

SUPERINTENDENT
OF PUBLIC INSTRUCTION

EXECUTIVE SUMMARY

DATE: MARCH 2009

PRESENTATION:	Alternative Standard Requests - Recommendations
PRESENTER:	Dale Kimmet, Accreditation Specialist & Al McMilin, Unit Manager Office of Public Instruction
OVERVIEW:	This presentation provides to the Board of Public Education for consideration of Initial Alternative Standard and/or Five-Year Renewal Alternative Standard Requests recommended either for approval or for disapproval by state Superintendent Denise Juneau. The report is attached. In addition, Al McMilin will provide a brief overview and history of the alternative to the standard rule prior to the action items.
REQUESTED DECISION(S):	Approve state superintendent's recommendations.
OUTLYING ISSUE(S):	A spreadsheet of the current approved variances is included. This report was requested as an ongoing report. The yellow band represents the alternative to the standards to be approved at this meeting. The green band represents the alternative to the standards that expire at the end of June.
RECOMMENDATION(S):	Action



Denise Juneau, Superintendent
Office of Public Instruction
Division of Accreditation
PO Box 202501
Helena, MT 59620-2501
www.opi.mt.gov

ALTERNATIVE STANDARD(S) REQUEST
Rule 10.55.604.1

DUE DATE: March 1
To: Office of Public Instruction
Accreditation Division

OPI USE ONLY

School Dist. Name:	Legal Entity:
School Name:	School Code:
County:	County No.:

Check one:

- ☐ Initial Application
☐ Renewal Application

ONE ALTERNATIVE STANDARD REQUEST PER APPLICATION FORM.

RULE

10.55.604 Variances to Standards (1) A school district may apply to the board of public education through the office of public instruction to implement an alternative to a standard or a section of standards, excluding standards stating a statutory criteria, teacher certification or endorsement or content and performance standards as defined by the board of public education and provided in guidance from the superintendent of public instruction.

PROCESS

- The intent of rule 10.55.604 is to allow locally initiated proposals that better reflect the unique individuality of each district as well as foster innovative approaches to solving educational problems.
- **Application must be made through the Office of Public Instruction.**
- The Board of Public Education must approve the alternative standard(s) prior to implementation in the school program.
- All schools will be notified by the Office of Public Instruction regarding the status of their request after the Board of Public Education has made a determination.

APPROVAL CRITERIA

- The major consideration in determining if a proposed alternative would be acceptable is whether the proposed change or modification shows clearly how it will "meet or exceed" the results under the current standard(s).
- Initial approval will be for a two-year period.
- The district may reapply for a possible five-year approval following an on-site evaluation by the Office of Public Instruction.

PROCEDURE

1. List the accreditation rule to which this request applies, (e.g., 10.55.709 Library Media Services):

2. Submit a mission statement (what you hope to accomplish) for this proposed alternative.

3. Provide a detailed description of your alternative plan and how your school will meet or exceed the Program Area Standards and/or Content and Performance Standards.

4. List at least one ***specific, measurable objective*** (for example: affective, cognitive, or psychomotor) that clearly shows how your proposed alternative will meet or exceed the results under the current standard(s).

5. Identify formative measures (the ongoing assessment of teaching and learning *during* the instruction) to be used to evaluate the effectiveness of the alternative.

6. Identify summative measures (the cumulative assessment of teaching and learning *after* the instruction) to be used to evaluate the effectiveness of the alternative.

7. If this is a renewal application, attach a summary of the evaluation data gathered based upon the measurable objective(s) and criteria approved in the initial or previous renewal application.

8. If this application is for Library or Counseling Services and **you receive contracted services outside the district**, please attach a copy of the Letter of Agreement.

Include:

- a. the name and qualification(s) of the provider(s) (i.e., licensure, education), and
- b. total hours of service per school year.

If contractors change, send a new Letter of Agreement to the OPI.

CERTIFICATION: The information on this application is correct to the best of my knowledge.

Printed Name/Board of Trustees Chairperson	Signature	Date
Printed Name/Superintendent (District or County)	Signature	Date

RECOMMENDATION – OFFICE OF PUBLIC INSTRUCTION

Authorized Signature	<input type="checkbox"/> Approval <input type="checkbox"/> Denial	<input type="checkbox"/> 2 years <input type="checkbox"/> 5 years	Date
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APPROVAL/DENIAL – BOARD OF PUBLIC EDUCATION

Chairperson	<input type="checkbox"/> Approval <input type="checkbox"/> Denial	<input type="checkbox"/> 2 years <input type="checkbox"/> 5 years	Date
-------------	----------------------------------------------------------------------	----------------------------------------------------------------------	------



Denise Juneau, Superintendent
Montana Office of Public Instruction
P.O. Box 202501
Helena, Montana 59620-2501
In-State Toll-Free 1-888-231-9393, Local (406) 444-3095
www.opi.mt.gov

ALTERNATIVE STANDARD RENEWAL ON-SITE VISIT SUMMARY

School District Name:

Legal Entity:

School Name:

School Code:

Enrollment:

County:

County Number:

Date of Visit:

OPI Representative:

District/School Representatives:

Current Accreditation Rule Replaced by Alternative: **10.55.709 – Library Media Services**

Alternative Standard – Evaluation Rubric for On-site Visit	Implemented	Not Implemented	OBSERVATIONS AND COMMENTS
<p><u>Library Media Services</u></p> <p>Indicators:</p> <p>Library media skills provided:</p> <p><input type="checkbox"/> On-site</p> <p><input type="checkbox"/> Students make regular visits to larger school library and/or public library for exposure to larger collection and more up-to-date information technology</p> <p>Library program goals being addressed:</p> <p><input type="checkbox"/> Inquiry and research process</p> <p><input type="checkbox"/> Ethical use of information</p> <p><input type="checkbox"/> Use of media and technologies</p>			

<input type="checkbox"/> Curriculum aligned with content and performance standards On-site library: <input type="checkbox"/> Materials Development <input type="checkbox"/> Maintenance/Organization <input type="checkbox"/> Media <input type="checkbox"/> What is the measurable objective that clearly shows how your proposed alternative will meet or exceed the results of the current standards? <input type="checkbox"/> How will the program be evaluated for effectiveness? (eg. Staff, Board, Co. Supt., Parents, etc.) <input type="checkbox"/> Letter(s) of agreement on file <input type="checkbox"/> Other pertinent and applicable indicators reviewed			
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Conclusions:

- ☐ Recommend Renewal
☐ Recommend Non-Renewal

Signature of OPI Representative

Date



OFFICE OF PUBLIC INSTRUCTION

PO BOX 202501
HELENA MT 59620-2501
www.opi.mt.gov
(406) 444-3095
888-231-9393
(406) 444-0169 (TTY)

Denise Juneau
Superintendent

MEMORANDUM

To: Denise Juneau, State Superintendent
From: Dale Kimmet, Accreditation Specialist
CC: Linda Peterson, Division Administrator
Al McMilin, Unit Manager
Date: February 8, 2009
Re: Initial Alternative Standard Requests - Recommendations

I. Review of Montana Small Schools Alliance (MSSA) Plan for Alternative Standard Collaboration.

- Small rural member districts will contract with MSSA for the services provided under this model to meet one or both of two accreditation standards 10.55.709 – Library Media Services and 10.55.710 – Counseling Services.
- The model consists of workshops for rural teachers each year to address the applicable content and performance standards in Library Media and the program area standards in Counseling.
- MSSA licensed and endorsed staff will provide workshops and serve as consultants to teachers and programs during the school year. One librarian and one counselor will serve the eastern part of the state with the workshop to be held in Miles City in August and one librarian and one counselor will serve the western part of the state with the workshop to be held in Helena in September.
- Each year the workshop will deal with one of the four library media content and performance standard and corresponding benchmarks. In the counseling area the emphasis will be on academics, careers and personal social development utilizing the MSSA guidance curriculum. In addition, for the counseling area, the workshop will also deal with the health enhancement curriculum standard five (critical thinking), standard six (interpersonal relationships) and standard seven (group skills). Assessment instruments are provided for each area covered.
- MSSA staff will be available five times throughout the year to respond to questions concerning the implementation of the standards and workshop goals.

"It is the mission of the Office of Public Instruction to improve teaching and learning through communication, collaboration, advocacy, and accountability to those we serve."

II. The following 2 renewal alternative standard requests representing 2 districts and 2 schools have been received and evaluated in accordance with 10.55.604, ARM.

Teton County

Golden Ridge Elementary

<u>Golden Ridge School</u>	PK-8	Current Enrollment: 47 (13)
New Rockport Colony Classrooms	K-8	Current Enrollment: 34

Staffing: 3 teachers at the Golden Ridge School and 2 teachers at the New Rockport Colony site.

Standard: 10.55.709 – Library Media Services

1. The district participates in the MSSA program. Both the main school and colony classrooms have a library on site that is adequately funded, well maintained and catalogued.
2. Students visit the Fairfield City-County Library once a month. The students are provided a separate hour just for them and four workshops per year. These extra opportunities are paid for by the board of trustees through an agreement with the Fairfield Library. The library provides access to the collection. Students have a longer period of time when checking out books.
3. Students have technology access and instruction in the use of that technology at both sites. Information literacy skills are addressed by teachers on site as well as by the city-county librarian.
4. Teachers use assessment data provided through the MSSA program to inform instruction. In addition they utilize their own assessments and observations to measure student learning in the library skills and information literacy areas.
5. Staff and board have received no complaints about the library program. The county superintendent was also present during the visit and she reported that she had not observed or heard of any problems or concerns.

**The proposed alternative meets or exceeds the standard.
Recommend approval of the alternative standard request.**

Bynum Elementary

<u>Bynum School</u>	PK-8	Current Enrollment: 33
Miller Colony Classrooms	K-8	Current Enrollment:

Staffing: 2 teachers at the Bynum School and 2 teachers at the Miller Colony site.

Standard: 10.55.709 – Library Media Services

1. The district participates in the MSSA program. Both the main school and colony classrooms have a library on site that is adequately funded, well maintained and partially catalogued.
2. Students visit the Choteau Library three times per year and the Great Falls Library two times per year.. Both libraries provide access to their respective collections. Students have a longer period of time when checking out books. Library and information literacy skills are taught in conjunction with these visits.
3. As well, students have technology access and instruction in the use of that technology at both sites. Information literacy skills are addressed by the classroom teachers as part of the school curriculum.
4. Teachers use assessment data provided through the MSSA program to inform instruction. In addition they utilize their own assessments and observations to measure student learning in the library skills and information literacy areas.

<u>Bigfork Elementary School</u>	K-6	Current Enrollment:	357	Required FTE:	1.0
<u>Bigfork 7-8</u>	7-8	Current Enrollment:	117	Required FTE:	Fraction
Current FTE:	Elementary - .9 Librarian, .5 Technology Specialist, .3 Library Aide 7-8: .1 Librarian, .25 Technology Specialist				

Standard: 10.55.709 – Library Media Services

1. The district has provided the necessary mission statement, description of the alternative and summative measure to be used.
2. The K-8 students utilize one library located centrally in the same building.
3. Library media skills is provided on-site. All students K-4 have a 50 minute library period and students in grades 5 & 6 have a 30 minute library period each week. All students in grades 1-8 have a 50 minute technology period in the computer room located within the library. The specialist assists with technology including student instruction, computers, cameras, projectors, internet connections, research, and applications. The 7th and 8th graders have weekly book talks and a reading day once a month. Research projects are collaborated with the classroom teachers, the librarian, and the technology specialist.
4. Students use an inquiry process to access, evaluate and use information. They demonstrate ethical and legal responsibilities in accessing, evaluating and using information, materials, and technology. They use media and technologies in the inquiry process. The research they do in the library integrates with the content they are studying in their classrooms and they are supported by the technology media specialist in learning to use technology, not only for research but also for presentations. Students seek a variety of materials for independent learning and personal enjoyment.
5. The curriculum is aligned with the content and performance standards.
6. Purchase of new library materials is provided for in the district budget, the library is well maintained and organized, and there are plenty of multi media opportunities for the students.
7. The measurable objective that clearly shows how the proposed alternative will meet or exceed the results of the current standards: 90% of Bigfork students will be proficient on the library skills assessment checklist in the spring of their 6th grade year.
8. The program will be evaluated for effectiveness through assessments of the library skills benchmarks that have been established for each grade level in cooperation with the Northwest Montana Educational Cooperative.
9. Teachers will be survey to measure satisfaction with availability of library resources and effectiveness of the collaboration with the librarian and the technology specialist. A rubric will be designed at each level to measure the level of student knowledge in using library skills on at least one major classroom project per grade level.
10. Decreasing enrollment – 493 K-8 students in 2006, 468 K-8 students in 2009.

The proposal meets or exceeds current standard.

Recommend approval of the alternative standard request.

Current Approved Variances - March 2009

CoName	ScName	ARMRule	Category	StartDate	EndDate	Enrollment	Years	Cum Yrs
Beaverhead	Grant School	10.55.709.3	Library Media Staff Requirement	01-Jul-06	30-Jun-11	10	5	10
Beaverhead	Grant School	10.55.710.4	Guidance Staff Requirement	01-Jul-06	30-Jun-11	10	5	8
Beaverhead	Wise River School	10.55.709	Library Media Staff Requirement	01-Jul-03	30-Jun-09	18	6	12
Beaverhead	Wise River School	10.55.710	Guidance Staff Requirement	01-Jul-03	30-Jun-09	18	6	12
Beaverhead	Wisdom School	10.55.709.2	Library Media Staff Requirement	01-Jul-07	30-Jun-12	13	5	15
Beaverhead	Wisdom School	10.55.710.3	Guidance Staff Requirement	01-Jul-07	30-Jun-12	13	5	15
Beaverhead	Polaris School	10.55.709.3	Library Media Staff Requirement	01-Jul-06	30-Jun-11	5	5	12
Beaverhead	Polaris School	10.55.710.4	Guidance Staff Requirement	01-Jul-06	30-Jun-11	5	5	10
Beaverhead	Jackson School	10.55.709.2	Library Media Staff Requirement	01-Jul-07	30-Jun-12	13	5	15
Beaverhead	Jackson School	10.55.710.3	Guidance Staff Requirement	01-Jul-07	30-Jun-12	13	5	15
Beaverhead	Reichle School	10.55.709.3	Library Media Staff Requirement	01-Jul-06	30-Jun-11	14	5	8
Beaverhead	Reichle School	10.55.710.4	Guidance Staff Requirement	01-Jul-06	30-Jun-11	14	5	8
Big Horn	Spring Creek School	10.55.709	Library Media Staff Requirement	01-Jul-04	30-Jun-09	5	5	5
Big Horn	Spring Creek School	10.55.710	Guidance Staff Requirement	01-Jul-04	30-Jun-09	5	5	7
Blaine	Zurich School	10.55.709.2	Library Media Staff Requirement	01-Jul-04	30-Jun-09	42	5	9
Blaine	Zurich School	10.55.710.3	Guidance Staff Requirement	01-Jul-04	30-Jun-09	42	5	11
Carbon	Luther School	10.55.709	Library Media Staff Requirement	01-Jul-03	30-Jun-09	42	6	14
Carbon	Luther School	10.55.710	Guidance Staff Requirement	01-Jul-03	30-Jun-09	42	6	14
Carbon	Edgar Elementary School	10.55.709	Library Media Staff Requirement	01-Jul-03	30-Jun-09	4	6	14
Carbon	Edgar Elementary School	10.55.710	Guidance Staff Requirement	01-Jul-03	30-Jun-09	4	6	14
Carter	Hammond School	10.55.709	Library Media Staff Requirement	01-Jul-06	30-Jun-08	9	2	4
Carter	Hammond School	10.55.710.3	Guidance Staff Requirement	01-Jul-06	30-Jun-08	9	2	5
Cascade	Cascade School	10.55.709.1	Library Media Staff Requirement	01-Jul-04	30-Jun-09	147	5	9
Cascade	Cascade 7-8	10.55.709.2	Library Media Staff Requirement	01-Jul-04	30-Jun-09	65	5	5
Cascade	Cascade Middle School	10.55.709.2	Library Media Staff Requirement	01-Jul-04	30-Jun-09	65	5	5
Cascade	Cascade High School	10.55.709.1	Library Media Staff Requirement	01-Jul-04	30-Jun-09	154	5	5
Cascade	Deep Creek School	10.55.709.2	Library Media Staff Requirement	01-Jul-06	30-Jun-11	5	5	7
Cascade	Deep Creek School	10.55.710.4	Guidance Staff Requirement	01-Jul-06	30-Jun-11	5	5	7
Custer	Kircher School	10.55.709	Library Media Staff Requirement	01-Jul-04	30-Jun-09	36	5	15
Custer	Kircher School	10.55.710	Guidance Staff Requirement	01-Jul-04	30-Jun-09	36	5	13
Custer	Riverview School	10.55.709.3	Library Media Staff Requirement	01-Jul-04	30-Jun-09	2	5	9
Custer	Riverview School	10.55.710.4	Guidance Staff Requirement	01-Jul-04	30-Jun-09	2	5	7
Custer	Trail Creek School	10.55.709.3	Library Media Staff Requirement	01-Jul-04	30-Jun-09	2	5	9
Custer	Trail Creek School	10.55.710.4	Guidance Staff Requirement	01-Jul-04	30-Jun-09	2	5	7



Current Approved Variances - March 2009

CoName	ScName	ARMRule	Category	StartDate	EndDate	Enrollment	Years	Cum Yrs
Custer	Spring Creek School	10.55.709	Library Media Staff Requirement	01-Jul-04	30-Jun-09	2	5	15
Custer	Spring Creek School	10.55.710	Guidance Staff Requirement	01-Jul-04	30-Jun-09	2	5	13
Custer	Knowlton School	10.55.709	Library Media Staff Requirement	01-Jul-04	30-Jun-09	4	5	15
Custer	Knowlton School	10.55.710	Guidance Staff Requirement	01-Jul-04	30-Jun-09	4	5	13
Custer	Kinsey School	10.55.709	Library Media Staff Requirement	01-Jul-04	30-Jun-09	77	5	15
Custer	Kinsey School	10.55.710	Guidance Staff Requirement	01-Jul-04	30-Jun-09	77	5	13
Custer	S H School	10.55.709	Library Media Staff Requirement	01-Jul-04	30-Jun-09	5	5	15
Custer	S H School	10.55.710	Guidance Staff Requirement	01-Jul-04	30-Jun-09	5	5	13
			Administration Superintendent					
Dawson	Jefferson School	10.55.704.1.a	Assignment	01-Jul-04	30-Jun-09	245	5	4
			Administration Superintendent					
Dawson	Lincoln School	10.55.704.1.a	Assignment	01-Jul-04	30-Jun-09	205	5	4
			Administration Superintendent					
Dawson	Washington Middle School	10.55.704.1.a	Assignment	01-Jul-04	30-Jun-09	337	5	5
			Administration Superintendent					
Dawson	Dawson High School	10.55.704.1.a	Assignment	01-Jul-04	30-Jun-09	407	5	5
Fergus	Highland Park School	10.55.710	Guidance Staff Requirement	01-Jul-03	30-Jun-09	279	6	14
Fergus	Lewis & Clark School	10.55.710	Guidance Staff Requirement	01-Jul-03	30-Jun-09	179	6	14
Fergus	Garfield School	10.55.710	Guidance Staff Requirement	01-Jul-03	30-Jun-09	214	6	14
Fergus	Deerfield School	10.55.709.3	Library Media Staff Requirement	01-Jul-04	30-Jun-09	6	5	9
Fergus	Deerfield School	10.55.710.4	Guidance Staff Requirement	01-Jul-04	30-Jun-09	6	5	9
Fergus	King Colony School	10.55.709.3	Library Media Staff Requirement	01-Jul-04	30-Jun-09	9	5	7
Fergus	King Colony School	10.55.710.4	Guidance Staff Requirement	01-Jul-04	30-Jun-09	9	5	9
Fergus	Spring Creek Colony Schl	10.55.709.3	Library Media Staff Requirement	01-Jul-04	30-Jun-09	8	5	7
Fergus	Spring Creek Colony Schl	10.55.710.4	Guidance Staff Requirement	01-Jul-04	30-Jun-09	8	5	9
Fergus	Ayers School	10.55.709.3	Library Media Staff Requirement	01-Jul-04	30-Jun-09	14	5	7
Fergus	Ayers School	10.55.710.4	Guidance Staff Requirement	01-Jul-04	30-Jun-09	14	5	9
Flathead	Bigfork 7-8	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-11	117	2	
Flathead	Creston School	10.55.710	Guidance Staff Requirement	01-Jul-06	30-Jun-11	74	5	8
Flathead	L A Muldown School	10.55.709	Library Media Staff Requirement	01-Jul-04	30-Jun-09	613	5	5
Gallatin	Morning Star School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	550	5	16
Gallatin	Hawthorne School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	296	5	16
Gallatin	Irving School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	346	5	16
Gallatin	Longfellow School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	316	5	16
Gallatin	Whittier School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	332	5	16



Current Approved Variances - March 2009

CoName	ScName	ARMRule	Category	StartDate	EndDate	Enrollment	Years	Cum Yrs
Gallatin	Chief Joseph Middle Schl	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	553	5	5
Gallatin	Emily Dickinson School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	516	5	16
Gallatin	Sacajawea Middle School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	591	5	5
Gallatin	Springhill School	10.55.709	Library Media Staff Requirement	01-Jul-04	30-Jun-09	8	5	10
Gallatin	Springhill School	10.55.710	Guidance Staff Requirement	01-Jul-04	30-Jun-09	8	5	9
Gallatin	Pass Creek School	10.55.709	Library Media Staff Requirement	01-Jul-04	30-Jun-09	9	5	10
Gallatin	Pass Creek School	10.55.710	Guidance Staff Requirement	01-Jul-04	30-Jun-09	9	5	9
Gallatin	LaMotte School	10.55.709	Library Media Staff Requirement	01-Jul-04	30-Jun-09	61	5	7
Gallatin	LaMotte 7-8	10.55.709	Library Media Staff Requirement	01-Jul-04	30-Jun-09	7	5	7
Garfield	Big Dry School	10.55.709.2	Library Media Staff Requirement	01-Jul-07	30-Jun-09	3	2	2
Garfield	Big Dry School	10.55.710.3	Guidance Staff Requirement	01-Jul-07	30-Jun-09	3	2	2
Garfield	Pine Grove School	10.55.709.2	Library Media Staff Requirement	01-Jul-07	30-Jun-09	8	2	2
Garfield	Pine Grove School	10.55.710.3	Guidance Staff Requirement	01-Jul-07	30-Jun-09	8	2	2
Garfield	Kester School	10.55.709.2	Library Media Staff Requirement	01-Jul-07	30-Jun-09	2	2	16
Garfield	Kester School	10.55.710.3	Guidance Staff Requirement	01-Jul-07	30-Jun-09	2	2	14
Garfield	Cohagen School	10.55.709.2	Library Media Staff Requirement	01-Jul-07	30-Jun-09	5	2	15
Garfield	Cohagen School	10.55.710.3	Guidance Staff Requirement	01-Jul-07	30-Jun-09	5	2	13
Garfield	Sand Springs School	10.55.709.2	Library Media Staff Requirement	01-Jul-07	30-Jun-09	4	2	16
Garfield	Sand Springs School	10.55.710.3	Guidance Staff Requirement	01-Jul-07	30-Jun-09	4	2	14
Glacier	Glacier Elementary School	10.55.709.3	Library Media Staff Requirement	01-Jul-04	30-Jun-09	35	5	11
Glacier	Hidden Lake Elementary	10.55.709	Library Media Staff Requirement	01-Jul-04	30-Jun-09	6	5	11
Glacier	Hidden Lake School	10.55.709	Library Media Staff Requirement	01-Jul-04	30-Jun-09	6	5	5
Glacier	East Glacier Park School	10.55.709	Library Media Staff Requirement	01-Jul-06	30-Jun-11	35	5	13
Glacier	Mountain View Elementary	10.55.709	Library Media Staff Requirement	01-Jul-04	30-Jun-09	29	5	15
Glacier	Mountain View Elementary	10.55.710	Guidance Staff Requirement	01-Jul-04	30-Jun-09	29	5	13
Hill	Cottonwood School	10.55.709	Library Media Staff Requirement	01-Jul-04	30-Jun-09	15	5	11
Hill	Cottonwood School	10.55.710.3	Guidance Staff Requirement	01-Jul-04	30-Jun-09	15	5	11
Jefferson	Basin School	10.55.710	Guidance Staff Requirement	01-Jul-04	30-Jun-09	17	5	9
Jefferson	Cardwell School	10.55.710	Guidance Staff Requirement	01-Jul-03	30-Jun-09	50	6	14
Lake	Polson High School	10.55.709	Library Media Staff Requirement	01-Jul-03	30-Jun-09	541	6	14
Lake	Salmon Prairie School	10.55.709	Library Media Staff Requirement	01-Jul-07	30-Jun-12	3	5	11
Lake	Salmon Prairie School	10.55.710	Guidance Staff Requirement	01-Jul-07	30-Jun-12	3	5	11
Lake	K William Harvey Elem	10.55.708.1	Teacher Assignment	01-Jul-03	30-Jun-08	407	5	5
Lake	Dayton School	10.55.709	Library Media Staff Requirement	01-Jul-04	30-Jun-09	39	5	13
Lake	Dayton School	10.55.710	Guidance Staff Requirement	01-Jul-04	30-Jun-09	39	5	13



Current Approved Variances - March 2009

CoName	ScName	ARMRule	Category	StartDate	EndDate	Enrollment	Years	Cum Yrs
Lewis & Clark	Jefferson School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	281	5	17
Lewis & Clark	Central School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	273	5	17
Lewis & Clark	Broadwater School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	268	5	17
Lewis & Clark	Hawthorne School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	247	5	17
Lewis & Clark	Bryant School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	259	5	17
Lewis & Clark	Kessler Elementary School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	215	5	17
Lewis & Clark	Warren School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	254	5	17
Lewis & Clark	Jim Darcy School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	263	5	17
Lewis & Clark	Smith School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	292	5	17
Lewis & Clark	Rossiter School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	438	5	17
Lewis & Clark	Four Georgians School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	510	5	17
Lewis & Clark	Helena Middle School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	703	5	5
Lewis & Clark	C R Anderson Middle Schl	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	1057	5	5
Lewis & Clark	Kessler Elementary School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	215	5	12
Lewis & Clark	Trinity School	10.55.709	Library Media Staff Requirement	01-Jul-04	30-Jun-09	9	5	13
Lewis & Clark	Wolf Creek School	10.55.709	Library Media Staff Requirement	01-Jul-04	30-Jun-09	15	5	13
Lewis & Clark	Auchard Creek School	10.55.710	Guidance Staff Requirement	01-Jul-03	30-Jun-09	25	6	6
Lincoln	Fortine School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	56	5	7
Lincoln	McCormick School	10.55.709.2	Library Media Staff Requirement	01-Jul-06	30-Jun-11	16	5	11
Lincoln	McCormick School	10.55.710.1	Guidance Staff Requirement	01-Jul-06	30-Jun-11	16	5	11
Lincoln	Yaak School	10.55.709.2	Library Media Staff Requirement	01-Jul-06	30-Jun-11	5	5	11
Lincoln	Yaak School	10.55.710.1	Guidance Staff Requirement	01-Jul-06	30-Jun-11	5	5	11
Lincoln	Trego School	10.55.709	Library Media Staff Requirement	01-Jul-03	30-Jun-09	47	6	14
Lincoln	Trego School	10.55.710	Guidance Staff Requirement	01-Jul-03	30-Jun-09	47	6	14
Madison	Twin Bridges School	10.55.710	Guidance Staff Requirement	01-Jul-03	30-Jun-09	114	6	14
Madison	Twin Bridges High School	10.55.710.4	Guidance Staff Requirement	01-Jul-03	30-Jun-09	110	6	7
Madison	Twin Bridges 7-8	10.55.710	Guidance Staff Requirement	01-Jul-03	30-Jun-09	48	6	6
Madison	Ennis School	10.55.709.2	Library Media Staff Requirement	01-Jul-04	30-Jun-09	182	5	7
Madison	Ennis High School	10.55.709	Library Media Staff Requirement	01-Jul-04	30-Jun-09	111	5	7
Madison	Ennis 7-8	10.55.709.1	Library Media Staff Requirement	01-Jul-04	30-Jun-09	58	5	5
Meagher	Lennep School	10.55.710.3	Guidance Staff Requirement	01-Jul-04	30-Jun-09	2	5	11
Park	Cooke City School	10.55.709	Library Media Staff Requirement	01-Jul-08	30-Jun-13	3	5	10
Park	Cooke City School	10.55.710	Guidance Staff Requirement	01-Jul-08	30-Jun-13	3	5	10
Park	Springdale School	10.55.709.2	Library Media Staff Requirement	01-Jul-07	30-Jun-09	7	2	16
Park	Springdale School	10.55.710.3	Guidance Staff Requirement	01-Jul-07	30-Jun-09	7	2	12



Current Approved Variances - March 2009

CoName	ScName	ARMRule	Category	StartDate	EndDate	Enrollment	Years	Cum Yrs
Pondera	Dupuyer School	10.55.709.2	Library Media Staff Requirement	01-Jul-08	30-Jun-13	9	5	7
Pondera	Dupuyer School	10.55.710.1	Guidance Staff Requirement	01-Jul-08	30-Jun-13	9	5	7
Pondera	Miami School	10.55.709.2	Library Media Staff Requirement	01-Jul-04	30-Jun-09	11	5	13
Pondera	Miami School	10.55.710.3	Guidance Staff Requirement	01-Jul-04	30-Jun-09	11	5	11
Powder River	Biddle School	10.55.709.2	Library Media Staff Requirement	01-Jul-06	30-Jun-11	9	5	12
Powder River	Biddle School	10.55.710.3	Guidance Staff Requirement	01-Jul-06	30-Jun-11	9	5	12
Powder River	South Stacey School	10.55.709.2	Library Media Staff Requirement	01-Jul-06	30-Jun-11	3	5	12
Powder River	South Stacey School	10.55.710.3	Guidance Staff Requirement	01-Jul-06	30-Jun-11	3	5	12
Powell	Avon School	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-11	28	2	
			Administration Superintendent					
Ravalli	Edna Thomas School	10.55.704.1.a	Assignment	01-Jul-04	30-Jun-09	198	5	5
			Administration Superintendent					
Ravalli	Corvallis High School	10.55.704.1.a	Assignment	01-Jul-04	30-Jun-09	481	5	5
			Administration Superintendent					
Ravalli	Quentin Brown Primary K-4	10.55.704.1.a	Assignment	01-Jul-04	30-Jun-09	483	5	5
			Administration Superintendent					
Ravalli	Corvallis 7-8	10.55.704.1.a	Assignment	01-Jul-04	30-Jun-09	249	5	5
Richland	Sidney 7-8	10.55.709	Library Media Staff Requirement	01-Jul-04	30-Jun-09	247	5	5
Richland	Sidney Middle School	10.55.709	Library Media Staff Requirement	01-Jul-04	30-Jun-09	247	5	5
Richland	Brorson School	10.55.709.2	Library Media Staff Requirement	01-Jul-04	30-Jun-09	5	5	11
Richland	Brorson School	10.55.710.3	Guidance Staff Requirement	01-Jul-04	30-Jun-09	5	5	11
Richland	Rau School	10.55.709.2	Library Media Staff Requirement	01-Jul-06	30-Jun-11	85	5	13
Richland	Rau School	10.55.710.1	Guidance Staff Requirement	01-Jul-06	30-Jun-11	85	5	13
Rosebud	Ashland School	10.55.710	Guidance Staff Requirement	01-Jul-06	30-Jun-08	43	2	13
Rosebud	Ashland 7-8	10.55.710	Guidance Staff Requirement	01-Jul-06	30-Jun-08	10	2	12
Rosebud	Birney School	10.55.709	Library Media Staff Requirement	01-Jul-06	30-Jun-11	6	5	15
Rosebud	Birney School	10.55.710	Guidance Staff Requirement	01-Jul-06	30-Jun-11	6	5	13
Rosebud	Forsyth 7-8	10.55.709	Library Media Staff Requirement	01-Jul-08	30-Jun-10	70	2	0
Sanders	Plains Elementary School	10.55.709	Library Media Staff Requirement	01-Jul-03	30-Jun-09	209	6	14
Sanders	Plains 7-8	10.55.709	Library Media Staff Requirement	01-Jul-03	30-Jun-09	78	6	6
Sanders	Plains High School	10.55.709	Library Media Staff Requirement	01-Jul-03	30-Jun-09	167	6	12
Sanders	Camas Prairie School	10.55.709	Library Media Staff Requirement	01-Jul-06	30-Jun-08	3	2	2
Sanders	Camas Prairie School	10.55.710	Guidance Staff Requirement	01-Jul-06	30-Jun-08	3	2	4
Sanders	Paradise Elementary School	10.55.710	Guidance Staff Requirement	01-Jul-09	30-Jun-11	26	2	



Current Approved Variances - March 2009

CoName	ScName	ARMRule	Category	StartDate	EndDate	Enrollment	Years	Cum Yrs
Silver Bow	Divide School	10.55.709	Library Media Staff Requirement	01-Jul-06	30-Jun-11	11	5	9
Silver Bow	Divide School	10.55.710	Guidance Staff Requirement	01-Jul-06	30-Jun-11	11	5	5
Silver Bow	Melrose School	10.55.709	Library Media Staff Requirement	01-Jul-06	30-Jun-08	15	2	8
Silver Bow	Melrose School	10.55.710	Guidance Staff Requirement	01-Jul-06	30-Jun-08	15	2	2
Stillwater	Molt School	10.55.709	Library Media Staff Requirement	01-Jul-03	30-Jun-09	3	6	12
Stillwater	Molt School	10.55.710	Guidance Staff Requirement	01-Jul-03	30-Jun-09	3	6	12
Stillwater	Fishtail School	10.55.709.2	Library Media Staff Requirement	01-Jul-06	30-Jun-11	9	5	11
Stillwater	Fishtail School	10.55.710.3	Guidance Staff Requirement	01-Jul-06	30-Jun-11	9	5	11
Stillwater	Nye School	10.55.709.2	Library Media Staff Requirement	01-Jul-06	30-Jun-11	8	5	9
Stillwater	Nye School	10.55.710.3	Guidance Staff Requirement	01-Jul-06	30-Jun-11	8	5	7
Stillwater	Absarokee 7-8	10.55.902	MS, 7-8 School Basic Program	01-Jul-04	30-Jun-09	51	5	5
Sweet Grass	Big Timber School	10.55.709	Library Media Staff Requirement	01-Jul-03	30-Jun-09	289	6	12
Sweet Grass	Big Timber 7-8	10.55.709	Library Media Staff Requirement	01-Jul-03	30-Jun-09	80	6	6
Sweet Grass	Melville School	10.55.710.3	Guidance Staff Requirement	01-Jul-07	30-Jun-09	10	2	10
Sweet Grass	Greycliff School	10.55.710.3	Guidance Staff Requirement	01-Jul-07	30-Jun-09	11	2	2
Sweet Grass	McLeod School	10.55.710.3	Guidance Staff Requirement	01-Jul-07	30-Jun-09	6	2	10
Teton	Bynum School	10.55.709	Library Media Staff Requirement	01-Jul-06	30-Jun-08	35	2	6
Teton	Bynum School	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-14	33	5	
Teton	Bynum School	10.55.710	Guidance Staff Requirement	01-Jul-04	30-Jun-09	35	5	9
Teton	Golden Ridge School	10.55.709	Library Media Staff Requirement	01-Jul-06	30-Jun-08	45	2	4
Teton	Golden Ridge School	10.55.709	Library Media Staff Requirement	01-Jul-09	30-Jun-14	34	5	
Teton	Golden Ridge School	10.55.710	Guidance Staff Requirement	01-Jul-04	30-Jun-09	45	5	9
Teton	Pendroy School	10.55.710	Guidance Staff Requirement	01-Jul-04	30-Jun-09	33	5	9
Teton	Greenfield School	10.55.710	Guidance Staff Requirement	01-Jul-06	30-Jun-08	39	2	4
Teton	Greenfield 7-8	10.55.710	Guidance Staff Requirement	01-Jul-06	30-Jun-08	8	2	4
Toole	Galata School	10.55.710	Guidance Staff Requirement	01-Jul-06	30-Jun-11	15	5	11
Wheatland	Shawmut School	10.55.709	Library Media Staff Requirement	01-Jul-03	30-Jun-09	6	6	13
Wheatland	Shawmut School	10.55.710	Guidance Staff Requirement	01-Jul-03	30-Jun-09	6	6	13
Yellowstone	Morin School	10.55.709.2	Library Media Staff Requirement	01-Jul-06	30-Jun-11	28	5	8
Yellowstone	Morin School	10.55.710	Guidance Staff Requirement	01-Jul-06	30-Jun-11	28	5	8
Yellowstone	Pioneer School	10.55.709	Library Media Staff Requirement	01-Jul-04	30-Jun-09	66	5	14
Yellowstone	Pioneer School	10.55.710	Guidance Staff Requirement	01-Jul-04	30-Jun-09	66	5	13



EXECUTIVE SUMMARY

DATE: MARCH 2009

PRESENTATION: 2008-2009 Final Accreditation Recommendations - All Schools

PRESENTER: Dale Kimmet
Accreditation Specialist
Office of Public Instruction

OVERVIEW: This presentation provides to the Board of Public Education for consideration the final 2008-2009 accreditation determinations for all schools as recommended by state Superintendent Denise Juneau. The report is attached.

REQUESTED DECISION(S): Approve state superintendent's recommendations.

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Action

EXECUTIVE SUMMARY

DATE: MARCH 2009

PRESENTATION: Request for New Programs - Rocky Mountain College
English Education Minor and Reading K-12 Minor

PRESENTER: Linda Vrooman Peterson, Administrator
Office of Public Instruction

OVERVIEW: At the January meeting of the Board of Public Education (BPE), the Office of Public Instruction (OPI) provided for discussion the materials relating to the proposal from Rocky Mountain College to add an English Education Minor and a Reading K-12 Minor to its education curriculum. Barbara J. Vail, Ph.D., Director of Education and Associate Academic Vice President and Jo Swain, Ed.D., Lead Faculty for these proposed programs presented the rationale, course descriptions and support for the proposed programs.

The OPI reviewed the materials for proposed programs and recommends approval of English Education Minor and Reading K-12 Minor. In 2011, the OPI will conduct an on-site visit of Rocky Mountain College to review the implementation of the two programs. A report will be provided to the Superintendent and to the BPE.

REQUESTED DECISION(S): Recommend approval of the new programs for English Education Minor and Reading K-12 Minor

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Action

English Education Minor Rationale

The English program at Rocky Mountain College hopes to instill in students a lifelong passion for reading and writing. Students immerse themselves in important works of the Western and non-Western traditions. Whether analyzing themes, characters, and styles or synthesizing ideas into new and unique forms of oral and written communication, students develop fluency with language. They work as hard at generating theses and supporting them with evidence and their own critical thinking as they do at finding their own voices in poetry, fiction, and the writing of plays.

Students discover that each word has energy and that their own words matter. They learn to view texts as a bridge to self-discovery, interdisciplinary learning, and knowledge of other cultures, as well as a basis from which to discuss ethical issues. Through the revision process, students practice the art of listening to and giving positive criticism, using relevant evaluation to improve their work.

The English program firmly connects to the liberal arts mission of Rocky Mountain College. Students are encouraged to supplement their knowledge of texts through courses in other disciplines such as history, psychology, foreign languages and literatures, and philosophy. To read with real comprehension, students discover they must challenge themselves to incorporate multiple strands of learning into their own disciplinary analysis.

Description of the English Education Minor

The Rocky Mountain College English Education minor is designed to extend the opportunities for RMC students to become English teachers. It is targeted at secondary and K-12 education majors aspiring to obtain a 5-12 English teaching endorsement in addition to some other secondary major. Upon successful completion of the required courses, the candidate is eligible to apply for this endorsement. It is well understood that a minor alone will not allow a candidate to be considered Highly Qualified according to federal rule. It is assumed, however, that the state of Montana, working through the Council of Education Deans and the Office of Public Instruction will design an acceptable multiple assessment strategy for students with endorsements stemming from completing a minor to achieve Highly Qualified status.

Purpose and Program Design

The proposed minor entails nine classes for a total of 27 credits. All nine of these classes are currently being offered at Rocky Mountain College in the English program and are a major portion of the currently existing English Education major (39 credits). The minor and major have been designed to meet the state PEPPS requirements. The purpose of the English Education minor is to provide secondary education students an opportunity to acquire the knowledge, skills and dispositions to teach English/language arts in 5-12 classrooms. The minor is designed to build on the strengths of the English Education major that is already in place at RMC. The completion of this minor would afford students this opportunity.

Rationale

The Rocky Mountain College Education Department continues to provide up-to-date, researched-based courses for all K-12 undergraduate students. Rocky education students continue, as well, to experience a high rate of hiring in and out of the state of Montana, which further validates the quality of the Rocky education program graduate. To continue this focus in producing highly qualified classroom teachers, Rocky Mountain College proposes additional training and expertise in the area of English/language arts with this English Education minor. Rocky undergraduates will be able to meet the ongoing challenges of teaching English in secondary classrooms in Montana and elsewhere.

The Rocky Mountain College English Education minor provides specialized training in English and language arts as it relates to people of all cultures. As outlined in the Rocky Mountain College conceptual framework, the education faculty values the skill set elementary and secondary pre-service teachers receive in the area of Indian Education for All. This emphasis is woven throughout the undergraduate education course offerings and will be evident in the English Education minor (ENG 420).

Assessment will be another key concept addressed extensively in ENG 420 as well as the many education courses secondary students are required to take. In addition, RMC English Education minors will have a broad and deep understanding of the English/language arts pedagogical issues as the proposed program has been designed to address every relevant PEPPS standard.

Knowledge:

Rocky Mountain College students completing the English Education minor will acquire skills and knowledge in all aspects of the discipline.

Students who complete the English Education minor will be able to:

- apply the theory and practice of English/language arts;
- demonstrate skills and strategies used in creating an inclusive and supportive learning environment in which all students engage in learning;
- demonstrate the implementation of instruction and assessment that assist students in developing skills and habits in critical thinking;
- make connections between the English/language arts curriculum and developments in culture, society, and education;
- engage students in activities that demonstrate the role of the arts, humanities, and other content areas in English/language arts;
- understand legal and ethical issues in English/ language arts such as freedom of expression, censorship, and bias in literature.
- demonstrate knowledge about language, oral discourse, reading processes, writing processes, literature, print and non print media, and technology, research theory and findings;

- demonstrate knowledge of and skills in the use of oral discourse;
- demonstrate knowledge of and skills in the use of reading processes, (e.g., phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation);
- demonstrate knowledge of and skills in writing processes;
- demonstrate knowledge of and skills in using an extensive range of literature, including works by and about Montana American Indians;
- demonstrate knowledge of and skills in the use of print and non print media and technology in contemporary culture;
- demonstrate knowledge of research theory and findings in English/language arts; and
- exhibit the disposition and skills needed to integrate knowledge of English/language arts, students, and teaching.

RMC is confident that students will be afforded numerous opportunities to demonstrate competency in the area of teaching English through the completion of the secondary education program and the proposed minor.

English Education Minor: The sections of the Institutional Report, 10.58.509 English/Language Arts and section 10.58.802 have been completed and are included with the course information and syllabi.

Course Descriptions

ENG 252 Close Reading of Poetry 3 credits

Students are introduced to the genre of poetry. The course provides students with a foundation in the methods of detailed reading and analysis essential to an understanding of poetry and, more broadly, to the study of literature. It addresses the basics of prosody, poetic devices (such as diction, metaphor, image, tone), and major verse forms (such as the sonnet, elegy, ode, ballad, dramatic monologue, free verse). The selection of texts reflects both the continuity and variation in the history of British and American poetry, and provides a sampling of works from the sixteenth century to the present.

ENG 223 Introduction to Native American Literature 3 credits

This course is an examination of selected literature produced by such Native American writers as Momaday, Welch, Erdrich, McNickle, Silko, and others. Students will consider issues of genre, history, and politics as they relate to American literature. Special emphasis is given to the oral tradition and its relationship to contemporary American writing.

ENG 224 Introduction to African American Literature 3 credits

This course is a study of selected topics in African American literature and criticism. Topics vary but may include such areas as the literature of civil rights, African-American

memoir, captivity and freedom narratives, African-American poetry, theories of race and class, and Black feminist writing.

ENG 291 Contemporary World Fiction 3 credits

This course introduces students to recent prose fiction, with special attention paid to non-Western and non-American works.

ENG 272 British Literature 800 to 1800 3 credits

This course is the first in a sequence of two British literature surveys, providing an introduction to the formative period of British language and literature. Students read representative works from the Anglo-Saxon, Middle English, Renaissance, Restoration, and Eighteenth-Century periods against their literary, historical, linguistic, and philosophical backgrounds.

ENG 273 British Literature 1800 to Present 3 credits

This course is the second in the sequence of two British literature surveys, this course introduces students to Romantic, Victorian, Modern, and Postmodern literature, analyzing selected texts, from the end of the 18th century to the end of the 20th, against their literary, historical, ideological, and cultural backgrounds.

ENG 283 American Literature 1865-Present 3 credits

This course provides a survey of major literary works since the Civil War. Emphasis is placed on such figures as Twain, James, Crane, DuBois, Chopin, Wharton, Toomer, Cather, Hughes, Hemingway, and Stevens. The literature is examined in the context of literary, historical, and philosophical backgrounds.

ENG 319 Creative Nonfiction Writing 3 credits

Prerequisites: ENG 119 Students study examples of creative nonfiction and practice writing their own. They also gain experience-incorporating research into their prose.

ENG 119 First-Year Writing 3 credits (taken by all RMC students as a general education requirement)

This course is an introduction to college writing. Students critically read and discuss texts, learn that writing is a process, experiment with academic prose, develop the skills necessary to create and support a thesis, practice incorporating research into their analysis, and develop grammatical and stylistic competence. Further, working in collaboration with a second discipline, students learn to integrate knowledge. Students keep a portfolio of their work, which includes a self-evaluation of their writing progress. Required of all students entering as freshmen as part of the Rocky Freshman Experience.

ENG 331 Literary Criticism 3 credits

This course introduces students to current controversies in literary criticism. The class discusses approaches to literary analysis such as deconstruction, cultural criticism, and post-colonialism. Students typically use a casebook method, observing how critics from divergent backgrounds interpret a single text. Students critique these various approaches and refine their own critical practices.

ENG 355 Mass Media 3 credits

This course explores how the communication medium, whether smoke signals, newspapers, television or the Internet, influences human communication. With each change in technology, communication changes. These changes alter what it means to be human. Students must be able to understand the power of the media to better manage its influence in their personal and professional lives.

ENG/EDC 420 M/M: Teaching English in the Secondary School 3 credits

This seminar requires focused study and consultation with a public school English/language arts teacher or other acceptable professional in the field. Hours will be arranged in consultation with the content area professor, the appropriate education professor, the student, and the professional mentor. The course focuses on English pedagogy with special attention to reading and writing instruction. Students study methods for creating a classroom conducive to learning, select materials for motivational and instructional purposes, incorporate technology in classroom strategies, evaluate and assess student work, integrate the language arts with other content areas, and examine the scope and sequence of literature and writing for grades 5-12. This seminar strongly emphasizes practical methodologies and is the capstone course for the English education major. **Prerequisites: admission to the teacher education program, senior standing.**

ENG 471 Studies in Shakespeare 3 credits

Students engage in the advanced study of Shakespeare's works, analyzing them within their literary, historical, theatrical, linguistic, and cultural contexts. Particular attention in this course is devoted to the major critical and theoretical approaches to Shakespeare, providing a foundation for students intending to go to graduate school in English or teach English at the secondary level.

Institution: Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		Met	Not Met
(iv) apply knowledge and understanding of effective verbal, nonverbal, and electronic communication techniques to develop inquiry, collaboration, and supportive interaction;		<input type="checkbox"/>	<input type="checkbox"/>
(d) demonstrate knowledge and understanding of and use formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social-emotional, and physical development of each student.		<input type="checkbox"/>	<input type="checkbox"/>
(History: 20-2-114, MCA; <u>IMP</u> , 20-1-501, 20-2-121, MCA; <u>NEW</u> , 1979 MAR p. 492, Eff. 5/25/79; <u>AMD</u> , 1984 MAR p. 831, Eff. 5/18/84; <u>AMD</u> , 1989 MAR p. 397, Eff. 3/31/89; <u>AMD</u> , 1994 MAR p. 2722, Eff. 10/14/94; <u>AMD</u> , 2000 MAR p. 2406, Eff. 9/8/00; <u>AMD</u> , 2007 MAR p. 190, Eff. 2/9/07.)			
10.58.509 ENGLISH/LANGUAGE ARTS			
(1) The program requires that successful candidates:	All successful candidates must complete the Secondary Education requirements on page 84 of the college catalog: ENG 119 First Year Writing PSY 205 Human Development I PSY 206 Human Development II EDC 202 Foundations of Education EDC 291 S and 391S Field Practica EDC 302 Educational Psychology EDC 310 Classroom Management EDC 330 Teaching Exceptional Learners EDC 336 Educational Technology EDC 353 Teaching Reading and Writing in the Content Areas EDC EDC/NAS 365 Native American Education: History and Best Practices EDC 370 Student Health and Safety EDC 402 Contemporary Issues in Curriculum EDC 427 Standards, Instruction, and Student Assessment EDC 420 Methods and Materials: Teaching Content Courses in Secondary Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(a) apply theory and practice of English/language arts throughout program preparation and performance requirements;	EDC 452 and 490S Student Teaching in the Secondary School		

Institutional Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		Met	Not Met
	<p>and these courses for the English Education Minor:</p> <p>ENG 252 Close Reading of Poetry 3 credits</p> <p>ENG 223, 224 or 291 (select one course in multicultural literature) 3 credits</p> <p>ENG 223 Introduction to Native American Literature</p> <p>ENG 224 Introduction to African American Literature</p> <p>ENG 291 Contemporary World Fiction</p> <p>ENG 272 or 273 (select one British Literature course) 3 credits</p> <p>ENG 282 or 283 (select one American Literature course) 3 credits</p> <p>ENG 319 Creative Nonfiction 3 credits</p> <p>ENG 331 Literary Criticism 3 credits</p> <p>ENG 355 Mass Media 3 credits</p> <p>ENG 420 Method and Materials of Teaching English 3 credits</p> <p>ENG 471 Studies in Shakespeare 3 credits</p> <p>TOTAL 27 credits</p> <p>Please see syllabi for courses below.</p>		
(b) demonstrate skills and strategies used in creating an inclusive and supportive learning environment in which all students engage in learning;	<p>ENG 420 M/M of Teaching English</p> <p>EDC 302 Educational Psychology</p> <p>EDC 420 M/M Teaching Content Courses in Secondary Education</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(c) demonstrate the implementation of instruction and assessment that assist students in developing skills and habits in critical thinking;	<p>ENG 420 M/M of Teaching English</p> <p>ENG 471 Studies in Shakespeare</p> <p>EDC 353 Teaching Reading and Writing in the Content Areas</p> <p>EDC 420 M/M Teaching Content Courses in Secondary Education</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(d) make connections between the English/language arts curriculum and developments in culture, society, and education;	ENG 420 M/M of Teaching English	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(e) engage their students in activities that demonstrate the role of the arts, humanities, and other content areas in English/language arts; and	ENG 420 M/M of Teaching English	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Institution: Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		Met	Not Met
(f) demonstrate understanding of legal and ethical issues in English/ language arts such as freedom of expression, censorship, and bias in literature.	ENG 223 Introduction to Native American Literature ENG 224 Introduction to African American Literature ENG 291 Contemporary World Fiction ENG 420 M/M of Teaching English EDC 353 Teaching Reading and Writing in the Content Areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(2) Candidates are knowledgeable about language, oral discourse, reading processes, writing processes, literature, print and nonprint media, and technology, research theory and findings. Candidates demonstrate: (a) knowledge of and skills in the use of the English language; (b) knowledge of and skills in the use of oral discourse;	ENG 272 and 273 British Literature I and II ENG 282 and 283 American Literature I and II ENG 291Contemporary World Fiction ENG 319 Creative Nonfiction ENG 331 Literary Criticism ENG 471 Studies in Shakespeare ENG 272 and 273 British Literature I and II ENG 282 and 283 American Literature I and II ENG 291 Contemporary World Fiction ENG 331 Literary Criticism ENG 319 Creative Nonfiction ENG 471 Studies in Shakespeare	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(c) knowledge of and skills in the use of reading processes, (e.g., phonemic awareness, word identification and phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation);	ENG 252 Close Reading of Poetry ENG 272 and 273 British Literature I and II ENG 282 and 283 American Literature I and II ENG 291 Contemporary World Fiction ENG 319 Creative Nonfiction ENG 331 Literary Criticism ENG 471 Studies in Shakespeare	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(d) knowledge of and skills in writing processes;	ENG 252 Close Reading of Poetry ENG 272 and 273 British Literature I and II	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Institutional Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		Met	Not Met
	ENG 282 and 283 American Literature I and II ENG 291 Contemporary World Fiction ENG 319 Creative Nonfiction ENG 331 Literary Criticism ENG 471 Studies in Shakespeare		
(e) knowledge of and skills in using an extensive range of literature, including works by and about Montana American Indians;	ENG 223 Intro to Native American Literature ENG 224 Intro to African American Literature ENG 291 Contemporary World Fiction ENG 272 and 273 British Literature I and II ENG 282 and 283 American Literature I and II ENG 291 Contemporary World Fiction ENG 319 Creative Nonfiction Writing ENG 331 Literary Criticism ENG 471 Studies in Shakespeare	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(f) knowledge of and skills in the use of print and nonprint media and technology in contemporary culture;	ENG 331 Literary Criticism ENG 355 Mass Media ENG 420 M/M of Teaching English	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(g) knowledge of research theory and findings in English/language arts; and	ENG 331 Literary Criticism ENG 420 M/M of Teaching English	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(h) the disposition and skills needed to integrate knowledge of English/ language arts, students, and teaching.	EDC 353 Teaching Reading and Writing in the Content Areas ENG 420 M/M of Teaching English	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Institution: Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		Met	Not Met
(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)			
10.58.510 STUDENTS WITH DISABILITIES K-12			
(1) The program requires that successful candidates:		<input type="checkbox"/>	<input type="checkbox"/>
(a) demonstrate an understanding of the philosophical, historical, and legal foundations of special education;			
(b) demonstrate an understanding of the similarities and differences in human development, knowledge of characteristics of learners of all ages and the educational, cultural, and environmental implications of characteristics of various exceptionalities, including implications for Montana American Indian learners;		<input type="checkbox"/>	<input type="checkbox"/>
(c) demonstrate knowledge of exceptional conditions and the impact of learners' academic and social abilities, attitudes, interests, values, beliefs, and cultures on instruction and career development, including the impact on Montana American Indians;		<input type="checkbox"/>	<input type="checkbox"/>
(d) demonstrate the ability to effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways, and promote and advocate the learning and well-being of individuals with exceptional learning needs;		<input type="checkbox"/>	<input type="checkbox"/>

Institutional Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		Met	Not Met
of particular segments of society; and			
(d) programs designed for specific curricular areas for which recognized standards have not yet been developed.		<input type="checkbox"/>	<input type="checkbox"/>
(History: 20-2-114 MCA; <u>IMP</u> , 20-2-121, MCA; <u>NEW</u> , 1979 MAR p. 492, Eff. 5/25/79; <u>AMD</u> , 1984 MAR p. 831, Eff. 5/18/84; <u>AMD</u> , 2007 MAR p. 190, Eff. 2/9/07.)			
10.58.802 STANDARDS FOR APPROVAL			
(1) The unit shall provide a clear statement justifying the request for the approval of a new, innovative, or experimental program. That statement shall include the program's assumptions, rationale, and objectives.	(1) Rocky Mountain College has an outstanding reputation for producing quality classroom teachers, both at the elementary and secondary levels. To contribute to this tradition, Rocky Mountain College is proposing to add an English education minor which would provide undergraduate pre-service teachers with expertise in the area of teaching language arts in grades 5-12. This minor will provide an alternative to the English education major that is currently offered. The English program hopes to instill in students a lifelong passion for reading and writing, and the English Education programs are committed to producing highly skilled English/language Arts teachers for grades 5-12. Students immerse themselves in important works of the Western and non-western traditions. Whether analyzing themes, characters, and styles or synthesizing ideas into new and unique forms of oral and written communication, students develop fluency with language, and the knowledge, skills and dispositions necessary for teaching English. They work as hard at generating theses and supporting them with evidence and their own critical thinking as they do at finding their own voices in poetry, fiction, and the writing of plays. Students discover that each word has energy and that their own words matter. They learn to view texts as a bridge to self-discovery, interdisciplinary learning, and	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Institution: Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		Met	Not Met
	<p>knowledge of other cultures, as well as the basis from which to discuss ethical issues. Through the revision process, students practice the art of listening to and giving positive criticism, using relevant evaluation to improve their work. The English program firmly connects to the liberal arts mission of RMC. Students are encouraged to supplement their knowledge of texts through courses in other disciplines such as history, psychology, foreign languages, and philosophy. To read with real comprehension, students discover they must challenge themselves to incorporate multiple strands of learning into their own disciplinary analysis.</p> <p>Included with this Institutional Report (10.58.509) are the English education minor program requirements and individual course objectives. See the additional documents that are being submitted with the institutional report for more information. As previously stated, No Child Left Behind has provided state and local educational agencies with the impetus to identify programs, curriculum and methodologies that will assure our students success in the class room. The Office of Public Instruction recognizes the 5-12 English endorsement. This minor will enhance the 5-12 education program offerings at Rocky Mountain College.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<p>(2) Each program shall:</p> <p>(a) be based on a statement of the purpose and objectives of teaching in this area and upon a well-formulated statement of the nature of the public school program that is needed to accomplish these objectives. These statements shall:</p> <p>(i) be prepared cooperatively by the agencies concerned with teacher education;</p>	<p>The purpose of the English education minor is to provide Rocky teacher candidates with the knowledge and skills required to teach language arts in grades 5-12. The Rocky Mountain College faculty approved the English education minor proposal on February 28, 2008. This minor also has the support of the President's cabinet and the curriculum committee as evidenced by the Faculty minutes dated, February 28, 2008. The RMC Teacher Education Committee has approved the minor, with members of the English and education departments collaboratively developing proposed course syllabi and requirements.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

OPI

Institutional Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		Met	Not Met
(ii) be based on analyses of current practices and trends in this field of the public school curriculum; and	As outlined in all the proposed course syllabi, courses are aligned to best practices for teaching language arts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(iii) be available in writing;	All course syllabi will be on file in the Academic Vice-President's office, as well as in all college publications, such as the catalog.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(b) include articulation of the competencies teachers need in this area. This statement of competencies shall:	The education program is dedicated to helping candidates develop specific attitudes, knowledge, understanding, skills and the degrees of expertise required to teach English to secondary students. The conceptual framework, along with program dispositions are located in the RMC Student Handbook. These same ideals will be held for the English education minor.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(ii) be based on the program's statement of objectives outlined in (2)(a); and	See above information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(iii) be available in writing;	All program components will be communicated through the college, as well as through the RMC student records office.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(c) include a description of the process used to prepare personnel;	All faculty assigned to teach courses pertaining to the English education minor will be at least masters' level instructors, however the majority of the current RMC faculty aligned to these courses hold doctorates. The faculty members of the English program at RMC are: Dr. Linaya L. Leaf, Professor Dr. Susan McDaniel, Professor Dr. Andrew Kirk, Associate Professor Dr. Stephen Germic, Associate Professor Jacqueline Dundas, Assistant Professor. The secondary education program is the responsibility of Dr. Shelley Ellis.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(d) develop provisions for keeping records of the	All course assignments, grades, and registration	<input checked="" type="checkbox"/>	<input type="checkbox"/>

OPI

Institution Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		Met	Not Met
students' progress in the program;	information will be housed in the college computer system, CampusWEB. Instructors also incorporate WEBCT as a supplemental support to course delivery.		
(e) make arrangements for systematic and scheduled program evaluation by both the unit and the Office of Public Instruction;	The English education minor component of the education department will be a part of the scheduled program evaluation scheduled by the Office of Public Instruction.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(f) be supported by identifiable human and physical resources that will be available throughout the duration of the program. Any resources not under the control of the institution shall be outlined and confirmed by the Board of Public education;	The Rocky Mountain College English education minor will be supported by current English program and education faculty. Current faculty FTE is sufficient to provide the minor.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(g) include a timetable setting forth: (i) the program's beginning and ending dates;	Upon approval from OPI and the Board of Public Education, RMC will begin the process of communicating the availability of the new minor to faculty and students at RMC. All required courses are currently being taught, as RMC offers an English education major.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(ii) the sequence of activities that will occur;	As mentioned above, all departments will be notified of the English education minor upon program approval. Admissions and faculty advisors will be provided the necessary information to inform prospective and current education students. The Teacher Education Committee will prepare course schedules and refine curriculum as outlined in the course syllabi.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(iii) selection and schedules of intervals for competency and program evaluations; and	The Teacher Education committee will review course evaluations following each semester to determine course revisions. A complete program evaluation will be acquired at the end of the first complete cycle of courses. As previously mentioned, the education department as a whole prepares an annual program evaluation. The English education minor component will ultimately become a part of the overall program evaluation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Institutional Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		Met	Not Met
(iv) the approximate dates for submitting periodic program reports to the appropriate institutional officials and to the superintendent of public instruction; and	Annual program evaluations are due to the RMC assessment committee the first part of May. The English education minor program evaluation will be a part of the overall evaluation of the English program. Program reports will be provided to the superintendent of public instruction upon request or when a site review team requests the information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(h) ensure that program evaluations have definite provisions for performance criteria and follow-up at specified intervals. The evaluations shall: (i) be guided by a plan that defines and specifies the kinds of evidence that will be gathered and reported;	The education program currently embraces the INTASC standards as a primary instrument for program evaluation. The English education performance criteria will be aligned to individual course requirements. Career Services will gather data regarding job placement relating to language arts positions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(ii) give information that identifies areas in the program that need strengthening; and	Evaluation instruments will guide faculty in the revision of course and program requirements.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(iii) be used to suggest new directions for program development.	See Above	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(3) The preparing institution shall be responsible for the administration of the program. Within this responsibility it shall establish and designate the appropriate division, school, college, or department within the institution to act on all matters relating to such program, according to general institutional policies.	The Academic Vice-President and the Associate Vice-President are responsible for the administration of the education program. The education program is a part of the Professional Studies Division. Then English program is part of the Humanities and Fine Arts Division. The English education minor will be a part of the elementary and secondary education program and will have the same oversight requirements as the current undergraduate program. The Teacher Education Committee meets on a weekly basis to problem solve, discuss, and monitor all aspects of the education department. The English education minor will become a part of this conversation. All general institutional policies will be followed as it relates to the reading minor.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(History: 20-2-114, MCA; IMP, 20-2-121 MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 2007 MAR p. 190, Eff. 2/9/07.)			

Reading Minor Proposal

Description

The Rocky Mountain College reading minor is targeted at K-12 education majors aspiring to obtain a K-12 reading endorsement. Upon successful completion of the required courses, the candidate is eligible to apply for the State of Montana Reading Specialists K-12 endorsement.

Budgetary Implications

The proposed reading minor entails seven classes and one internship experience for a total of 24 credits. Three of the seven classes are currently in the education program schedule, requiring the creation of four new classes, which will be offered every other year. Thus, two new courses and the internship will be added to the schedule each year. These courses will be taught as an overload by education faculty or by adjuncts, resulting in a \$4,000.00 (approx.) expense per year.

Marketing Implications

This additional minor may potentially and markedly strengthen the education program. It is also conceivable that prospective students will be more likely to choose the Rocky Mountain College education program if a reading minor were an option.

Reading Specialist (K-12) Minor:

- The program will provide in-depth knowledge, understanding, and application to include but not be limited to the following:
 - A philosophy of reading instruction which recognizes the importance of teaching reading and writing as processes rather than a discrete series of skills or unrelated activities/exercises;
 - Sensitivity to individual differences and the information the reader brings to the reading experience;
 - Recognition of the need to plan instruction based on the reading and literacy strengths of individual learners rather than on emphasizing weakness;
 - A wide variety of genres integrated into the curriculum, including quality literature and the diversity of expository materials appropriate to the age and developmental levels of learners;
 - Research on reading which includes a range of methodologies;

- Understanding of the nature of the learner and the learning process with specific applications to reading;
 - Knowledge of the importance of embedding effective reading instruction within a meaningful context for the purposes of completing specific authentic tasks, for personal growth, and for pleasure;
 - Recognizes the developmental process of reading acquisition including:
 - Emerging literacy
 - Knowledge of textual conventions
 - Fluent integration of text information and reader knowledge; and
 - Strategic reading
 - Techniques in reading instruction and skills to diagnose reading problems that include:
 - Knowledge of current perspectives about the nature and purposes of reading and research-based approaches to reading instruction; and
 - Understanding and sensitivity to individual differences among learners and how these differences influence reading
 - The importance of assisting students to self-reflect, to monitor, and to gradually assume greater responsibility of their reading;
 - Understanding the interactive nature and multiple causes of reading difficulties in learning;
 - Knowledge of strategies to help students monitor, apply, and comprehend word recognition strategies and learn and apply reading comprehension strategies in the content area; and
 - The provision of services in effective settings to students in reading/learning disability, special education of local, state or federal compensatory programs
 - Instructional materials that are designed to:
 - Are designed , selected, modified and evaluated to reflect established curriculum goals and learner outcomes, current research, the interest, motivation and needs of individual learners; and
 - Incorporate appropriate educational technology;
- The program will include a supervised practicum with elementary and secondary school learners in developmental, corrective, and accelerated reading instruction that provides:
- Knowledge of instructional techniques which facilitate direct instruction and model the “what, when, why, where, and how” to sue reading strategies with narrative and expository texts; and

- Model of teacher questioning strategies, and modeling teacher and student initiated questions;

Board of Public Education PEPPS, 10.58.521

Required Courses (24 credits):

Emergent Literacy New Course 3 credits

Course Description—This course will provide research based information on the emergent reader aged birth to age 5. Modules will focus on the acquisition of language, ESL, Limited English Proficient and bilingual learners. Special focus will be directed to special identification of struggling learners at this age level.

Children's Literature EDC 360 3 credits

Course Description—This course is designed to increase familiarity with a variety of genres of literature appropriate for the elementary classroom, such as traditional, modern fantasy, contemporary realistic fiction, poetry, historical fiction, biography, and multiethnic literature. Students will evaluate literature for its personal, social, and aesthetic value and will develop effective reading selection criteria. Understanding and recognizing the distinct and unique cultural heritage of American Indians will be a component of this course. Students will be required to use as resource the Indian Education For all rubric when critiquing specific genres.

Reading and Writing in the Content Areas EDC 353 2 credits

Course Description—This course will provide students with the tools to teach listening, speaking, grammar, vocabulary, spelling, writing, and study skills with the aim of helping their future students achieve content area literacy and basic necessary reading skills. Learners with special reading needs will be addressed, and the writing process and the use of literature in the content classroom will be examined. Students will also evaluate content-based materials for their reading difficulty level and appropriateness. Students will develop and deliver practical lessons that address content area literacy and text comprehension. (Can be taken concurrently with Methods and Materials of Teaching Reading.)

Diagnostic Assessment of Reading New Course 3 credits

Course Description—This course will provide information about diagnostic tools to use in the reading process. Students will be required to assess student reading levels and design a program for remediation. (Take concurrently with the Reading Clinic.)

Reading Clinic (internship) New Course 2 credits

Course Description—Students will be required to devote 40 hours of time instructing struggling readers. Individualized plans will be developed to focus on specific accommodations to meet the needs of the struggling reader. Prerequisite: Methods and Materials of Teaching Reading (K-8).

Methods and Materials of Teaching Reading (K-8) EDC 350 4 credits

Course Description—This course provides an integrated approach to the language arts curriculum of listening, speaking, reading, and writing, which corresponds to the actual development of language skills. Methods of teaching the language arts; the use of books, other written materials, and audiovisual materials; the use of computer programs; methods of assessing and evaluating achievement; and ways of organizing the curriculum form a major portion of the course. The course provides increased familiarity with literature appropriate for elementary school children.

Adolescent Readers New Course 3 credits

Course Description—This course will provide information on how to work with struggling readers at the middle and high school level. Students will become familiar with high-interest/low-vocabulary literature and how to infuse this tool as part of a remediation plan. Students will be required to develop and implement an individualized remediation plan for a middle or high school student who is reading off level. (Must take concurrently with Reading Clinic.)

Writing Process for K-12 Students 3 credits

Course Description—The student will be introduced to the writing process along with several models used to teach children how to write. The course will include topics such as student conferencing, writing assessment, revision and editing processes.

Institution: Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		Met	Not Met
opportunities; and			
(ac) establish productive relationships with parents/guardians and school colleagues to support student growth and well being.		<input type="checkbox"/>	<input type="checkbox"/>
(History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)			
10.58.521 READING SPECIALISTS K-12			
(1) The program requires that successful candidates:		<input checked="" type="checkbox"/>	<input type="checkbox"/>
(a) demonstrate knowledge of the foundations of reading and writing processes and instruction, including:			
(i) knowledge of a wide range of evidence-based reading research and histories of reading;	Rocky Mountain College students completing a reading minor will demonstrate knowledge through required coursework, completing 7 courses for a total of 23 credits. Students will recognize the importance of teaching reading and writing processes rather than simply focusing on a series of skills or unrelated activities. EDC 350 provides students with extensive background knowledge regarding the reading process including the acquisition of oral language, phonemic awareness, letter recognition, word recognition and identification, fluency, vocabulary development, and comprehension. Students will also have extensive first hand experience with reading and writing this assessment through required course objectives. Courses aligned to meeting this standard are: EDC 350 Teaching Reading and Language Arts in the Elementary School, EDC XXX Emergent Literacy, EDC 353 Reading and Writing in the Content Areas, EDC XXX Emergent Literacy, EDC XXX Diagnostic Assessment of Reading, EDC XXX Reading Clinic, EDC XXX Writing Process for K-12 Students, and EDC XXX Adolescent Readers.		
(ii) knowledge of a philosophy of reading instruction which recognizes the importance of teaching reading and writing as processes;	Throughout the Rocky Mountain College reading minor, students will be knowledgeable about the philosophy of reading as it integrates the reading and writing processes. Students will focus on reading and writing as a holistic concept by focusing on writing instruction in tandem with the reading process. Courses aligned to meeting this standard are: EDC 350 Teaching Language Arts in the Elementary School, and EDC XXX Writing Process for K-12 Students	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(iii) knowledge of reading components (e.g., phonemic awareness, word identification and	The primary purpose of EDC 350 Teaching Language Arts in the Elementary School is to provide pre-service teachers with background knowledge and	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Institutional Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		Met	Not Met
phonics, vocabulary and background knowledge, fluency, comprehension strategies, and motivation), and how these are integrated in fluent reading and the writing process;	<p>expertise in all aspects of the reading process. The reading components cited in this standard are taught in the reading course through a variety of methods including course lectures, one-to-one assessment and prescriptive tutoring, use of materials aligned to up-to-date research strategies such as DIBELS and running records. Students become proficient in their implement of these diagnostic tools in a hands-on approach. The culminating evidence of knowledge for EDC 350 is for students to convey exactly how all the reading components listed in (iii) will be implemented in their future classroom.</p> <p>Courses aligned to meeting this standard: EDC 350 Teaching Reading and Language Arts in the Elementary School, EDC XXX Reading Clinic, and EDC XXX Diagnostic Assessments of Reading</p>		
(iv) an understanding and recognition of the distinct and unique cultural heritage of American Indians; and	<p>Understanding and recognizing the unique cultural heritage of American Indian students is paramount in the Rocky Mountain College reading minor course requirements. Students are introduced to concepts relating to Native culture through EDC 360, Children's Literature, whereby particular attention and focus is spent on identifying resources to integrate Native culture in a cross-curricular delivery system. In addition, Rocky students are introduced to diagnostic tools focusing on language acquisition specifically as it pertains to Limited English Proficient (LEP), English as a Second Language (ESL/ELL), and bilingual assessment and curriculum development. Courses aligned to meeting this standard are: EDC 350 Reading and Language Arts in the Elementary School, EDC 360 Children's Literature, EDC XXX Reading Clinic, EDC XXX Diagnostic Assessment of Reading</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(v) appropriate use of educational technology in the reading program;	<p>Rocky Mountain College students will demonstrate proficiency in technology related to data collection for both analytical and holistic writing assessments. In addition, emphasis will be on</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Institution: Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		Met	Not Met
	<p>reading data collection as it relates to reading proficiencies required by state- and federal statute as it relates to NCLB. Students will compile and create all types of statistical reports, including district, state, and national (NAEP) using a technology.</p> <p>Rocky students will also be proficient in technology as it relates to reading and writing instruction. Courses aligned to meeting this standard are: EDC 350 Teaching Reading and Language Arts in the Elementary School, EDR XXX Writing Process for K-12, EDR XXX Diagnostic Reading Assessment</p>		
(b) demonstrate knowledge and understanding of individual, cultural, linguistic, and ethnic diversity in the teaching process;	<p>As previously mentioned, several of the reading and writing required courses mandate students demonstrate knowledge and understanding of language acquisition, and how this influences the teaching of both reading and writing. Particular attention will be given to the cultural and ethnic diversity through the courses outlined in standard 10.58.521 (iv)</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(c) demonstrate instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction;	<p>Of utmost importance is the ability of Rocky Mountain College students to demonstrate instructional practices and methodologies that will actively engage and motivate all levels of readers and writers. Strong emphasis will be given to the philosophy that reading and writing assessment will drive instruction. This is the basic premise upon which lesson design and implementation will be based. All required courses for the reading minor will require students to demonstrate lesson planning skills.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(d) demonstrate assessment tools and practices to plan and evaluate effective reading instruction; and	<p>EDC XXX Diagnostic Reading Assessment will be the primary course which will emphasize all types of reading assessment. Students will have numerous opportunities to practice giving both standardized and informal assessments to students through the required courses and through EDC XXX Reading Clinic. Assessment will be a key component of the required reading/writing prescriptive plan implement with all</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Institutional Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		Met	Not Met
	K-12 Reading Clinic students.		
(e) integrate foundational knowledge and use instructional practices, approaches and methods, curriculum materials, and assessments to monitor and evaluate the reading program and student learning.	Students will demonstrate knowledge of textbook and program evaluation, K-12 reading/writing curriculum scope and sequence, state and national reading standards aligned to local district curriculum, as well as all types of assessments that will assist in the evaluation process. Students will be familiar with the International Reading Association (IRA) and the Montana State Reading Council (MSRC) as researched based resources available for program, curriculum and assessment evaluation. Reading First legislation will be a key component presented to students in gaining background knowledge on funding resources made available for lower SES schools and school districts.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(History: 20-2-114; MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07.)			
10.58.522 SCIENCE			
(1) The science program ensures that successful candidates follow the subject major and/or minor program of study or the broadfield major program of study. Subject major and/or minor teaching endorsement programs are limited to biology, earth science, chemistry, and physics. The broadfield major includes a concentration in one of the endorsable disciplines, coupled with balanced study in three other endorsable science disciplines. Science disciplines selected adhere to a scope and sequence which ensures a thorough grounding in the basic concepts, skills, and dispositions associated with Montana and		<input type="checkbox"/>	<input type="checkbox"/>

Institution Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		Met	Not Met
of particular segments of society; and			
(d) programs designed for specific curricular areas for which recognized standards have not yet been developed.		<input type="checkbox"/>	<input type="checkbox"/>
(History: 20-2-114 MCA; IMP, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 2007 MAR p. 190, Eff. 2/9/07.)			
<u>10.58.802 STANDARDS FOR APPROVAL</u>			
(1) The unit shall provide a clear statement justifying the request for the approval of a new, innovative, or experimental program. That statement shall include the program's assumptions, rationale, and objectives.	<p>Rocky Mountain College has an outstanding reputation for producing quality classroom teachers, both at the elementary and secondary levels. In keeping with this tradition, Rocky Mountain College is proposing a K-12 reading minor which would provide undergraduate pre-service teachers with additional expertise in the area of reading and writing instruction as it relates to their own classroom or in the role of reading specialists.</p> <p>No Child Left Behind legislation prioritizes reading and writing student achievement. As a result, now more than ever before, Montana classroom teachers must have expert skills in the area of reading and writing instruction in order to assure that Montana students can meet the state and national required expectation. Rocky Mountain College currently provides K-12 education undergraduates with several course options that will enhance their overall skill set as it relates to literacy. However, by offering the Reading minor, Rocky students will be able to explore at a much deeper level the intricacies related to the reading and writing processes, better enabling them to design quality, individualized prescriptive plans for students in need of reading and/or writing remediation or enrichment. Included with this Institutional Report are the reading minor program assumptions, rationale and individual</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Institutional Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		Met	Not Met
	course objectives, as well as overall course objectives. See the additional documents that are being submitted with the institutional report, which provide the necessary documentation.		
<p>(2) Each program shall:</p> <p>(a) be based on a statement of the purpose and objectives of teaching in this area and upon a well-formulated statement of the nature of the public school program that is needed to accomplish these objectives. These statements shall:</p> <p>(i) be prepared cooperatively by the agencies concerned with teacher education;</p>	<p>As previously stated, No Child Left Behind has provided state and local educational agencies with the impetus to identify programs, curriculum and methodologies that will assure our students success in reading and writing. Additionally, this legislation has driven new and innovative programs that will require the expertise of a knowledgeable reading specialist. Classroom teachers will benefit from this reading minor in the day to day reading and writing instruction in the classroom. The purpose of the reading minor is to provide Rocky students with an in-depth perspective of the reading and writing process. Rocky graduates with a reading minor will be able to demonstrate their skills in these areas either in regular classroom assignments or as a K-12 reading specialist.</p> <p>The Rocky Mountain College faculty approved the reading minor proposal on February 28, 2008. The reading minor also has the support of the President's cabinet and the curriculum committee as evidenced by the Faculty minutes dated, February 28, 2008. The reading and writing processes require complex, multi-faceted approaches to best understand and meet the needs of all learners, especially those students demonstrating special needs. Response to Intervention (RTI) requires all teachers a skill set that enables them the ability to assess, identify strategies and methodologies, and provide up-to-date resources for each and every child. The Rocky Mountain college reading minor will assist all educators in strengthening their skill set in this regard. The RMC Teacher Education Committee has</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Institution Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		Met	Not Met
	<p>approved the minor, with members of the education department corroboratively developing proposed course syllabi and requirements.</p> <p>Neighboring school districts surrounding the RMC campus will serve as an excellent resource for RMC education students. Several districts are recipients of the Reading First funding that will serve as</p> <p>The education faculty are in total agreement about how this minor will strengthen the overall skill set of the education program graduate.</p>		
(ii) be based on analyses of current practices and trends in this field of the public school curriculum; and	<p>The Office of Public Instruction recognizes the K-12 reading specialist endorsement. The reading minor will enhance the K-12 education program offerings at Rocky Mountain College, providing students with an in-depth perspective of the reading and writing processes as it relates to student success at the K-12 levels. As outlined in all the proposed course syllabi, the practices are aligned to research best practices, as well as alignment to current state and national reading and writing standards. The reading minor incorporates the reading clinic internship, which affords students a practical, hands on approach to prescriptive work with students.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(iii) be available in writing;	<p>All course syllabi will be on file in the Academic Vice-President's office, as well as in all college publications, such as the catalog.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(b) include articulation of the competencies teachers need in this area. This statement of competencies shall:	<p>The education program has specific attitudes, knowledge, understanding, skills and the degrees of expertise for both the elementary and secondary education students. The conceptual framework, along with program dispositions are located in the RMC Student Handbook. These same ideals will be held for the reading minor</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(ii) be based on the program's statement of objectives outlined in (2)(a); and	<p>See above information</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(iii) be available in writing;	<p>All program components will be communicated through</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Institutional Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		Met	Not Met
	the college, as well as through the RMC student records office.		
(c) include a description of the process used to prepare personnel;	All faculty assigned to teach courses pertaining to the reading minor will be at least masters' level instructors, however the current RMC faculty aligned to these courses hold doctorates.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(d) develop provisions for keeping records of the students' progress in the program;	All course assignments, grades, and registration information will be housed in the college computer system, CampusWEB. Instructors also incorporate WEBCT as a supplemental support to course delivery.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(e) make arrangements for systematic and scheduled program evaluation by both the unit and the Office of Public Instruction;	The reading minor component of the education department will be a part of the program evaluation scheduled by the Office of Public Instruction.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(f) be supported by identifiable human and physical resources that will be available throughout the duration of the program. Any resources not under the control of the institution shall be outlined and confirmed by the Board of Public education;	The Rocky Mountain College reading minor will be supported by current education faculty, as well as adjunct faculty. Since some courses are offered alternate years, current faculty FTE is sufficient to provide the reading minor.	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Institution Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		Met	Not Met
(g) include a timetable setting forth: (i) the program's beginning and ending dates;	Upon approval from OPI and the Board of Public Education, RMC will begin the process of communicating the passage of the program to all departments. Delivery of course options may come as early as May term, 2009. Additional courses will be offered beginning in the fall of 2009. The completion date for the first complete round of course offerings will be fall term, 2010.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(ii) the sequence of activities that will occur;	As mentioned above, all departments will be notified of the reading minor program approval. Admissions will be provided the necessary information to assist in awareness as it relates to new education students selecting RMC. The Teacher Education Committee will prepare course schedules and refine curriculum as outlined in the course syllabi.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(iii) selection and schedules of intervals for competency and program evaluations; and	The Teacher Education committee will review course evaluations following each semester to determine course revisions. A complete program evaluation will be acquired at the end of the first complete cycle of courses. As previously mentioned, the education department as a whole prepares an annual program evaluation. The reading minor component will ultimately become a part of the overall program evaluation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(iv) the approximate dates for submitting periodic program reports to the appropriate institutional officials and to the superintendent of public instruction; and	Annual program evaluations are due to the RMC assessment committee the first part of May. The reading minor program evaluation will be a part of this evaluation. Program reports will be provided to the superintendent of public instruction upon request or when a site review team requests the information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(h) ensure that program evaluations have definite provisions for performance criteria and follow-up at specified intervals. The evaluations shall: (i) be guided by a plan that defines and specifies the kinds of evidence that will be gathered and reported;	The education program currently embraces the INTASC standards as a primary instrument for program evaluation. The reading minor performance criteria will be aligned to individual course requirements, the reading clinic prescriptive plan requirement, and the internship hours. Upon completion of this minor, graduates will be encouraged to take the reading portion of the PRAXIS II exam to determine	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Institutional Report

STANDARDS	TO BE COMPLETED BY THE INSTITUTION	TO BE COMPLETED BY VISITING TEAM	
		Met	Not Met
	overall competency levels. Career Services will gather data regarding job placement relating to reading specialist positions.		
(ii) give information that identifies areas in the program that need strengthening; and	Evaluation instruments will guide faculty in the revision of course and program requirements.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(iii) be used to suggest new directions for program development.	See Above	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(3) The preparing institution shall be responsible for the administration of the program. Within this responsibility it shall establish and designate the appropriate division, school, college, or department within the institution to act on all matters relating to such program, according to general institutional policies.	The Academic Vice-President followed by the Associate Vice-President are responsible for the administration of the program. The education department is housed in the division of Professional Studies. The reading minor will be a part of the elementary and secondary education program and will have the same oversight requirements as the current undergraduate program. The Teacher Education Committee meets on a weekly basis to problem solve, discuss, and monitor all aspects of the education department. The reading minor will become a part of this conversation. All general institutional policies will be followed as it relates to the reading minor.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
(History: 20-2-114, MCA; IMP, 20-2-121 MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 2007 MAR p. 190, Eff. 2/9/07.)			
Subchapter 9 Standards for Approving Competency-Based or Performance-Based Programs			
10.58.901 STANDARDS FOR APPROVING COMPETENCY-BASED OR PERFORMANCE-BASED PROGRAMS			
(1) These standards apply to all competency-based and performance-based teacher education programs. For each program, the institution shall:		<input type="checkbox"/>	<input type="checkbox"/>

EXECUTIVE SUMMARY

DATE: MARCH 2009

PRESENTATION: Notice of Adoption relating to Admin.R. Mont. 10.57.102 through 10.57.611
Chapter 57 Educator Licensure

PRESENTER: Elizabeth Keller, Licensure Manager
Office of Public Instruction
Kim Warrick, Specialist
Office of Public Instruction
Peter Donovan, Administrator
Certification Standards and Practices Advisory Council

OVERVIEW: At the January 2009 meeting, the Board of Public Education (BPE) approved the Notice of Public Hearing and timeline relating to Chapter 57 Educator Licensure.

This presentation requests the BPE take final action on the proposed Notice of Adoption relating to Admin. R. Mont. 10.57.102 through 10.57.611 Chapter 57 Educator Licensure. On February 24, 2009, the BPE conducted a public hearing on the proposed amendments. The comments and the BPE responses are contained in the Notice of Adoption.

REQUESTED DECISION(S): Recommend approval of Admin. R. Mont. 10.57.102 through 10.57.611 Chapter 57 Educator Licensure as amended.

OUTLYING ISSUE(S): None

RECOMMENDATION(S): Action

BEFORE THE BOARD OF PUBLIC EDUCATION
OF THE STATE OF MONTANA

In the matter of the amendment of)	NOTICE OF PUBLIC HEARING ON
ARM 10.57.102, 10.57.112,)	PROPOSED AMENDMENT AND
10.57.201, 10.57.201A, 10.57.215,)	REPEAL
10.57.216, 10.57.301, 10.57.410)	
through 10.57.421, 10.57.424 through)	
10.57.430, 10.57.432 through)	
10.57.436, 10.57.601A and repeal of)	
ARM 10.57.104, 10.57.110,)	
10.57.220, 10.57.422, and 10.57.423)	
relating to educator licensure)	

TO: All Concerned Persons

1. On February 24, 2009, at 9:00 a.m. a public hearing will be held in the conference room of the Office of Public Instruction building at 1300 11th Avenue, Helena, Montana, to consider the amendment and repeal of the above-stated rules.

2. The Board of Public Education will make reasonable accommodations for persons with disabilities who wish to participate in this public hearing or need an alternative accessible format of this notice. If you require an accommodation, contact the Board of Public Education no later than 5:00 p.m. on February 10, 2009, to advise us of the nature of the accommodation that you need. Please contact Steve Meloy, P.O. Box 200601, Helena, MT 59620-0601, telephone: (406) 444-6576, fax: (406) 444-0847, e-mail: smeloy@mt.gov.

3. The rules proposed to be amended provide as follows, stricken matter interlined, new matter underlined:

10.57.102 DEFINITIONS The following definitions apply to this chapter.

(1) "Acceptable evidence" means current official transcripts, portfolio, and such other data as may be deemed necessary by the Board of Public Education ~~and/or~~ the Superintendent of Public Instruction.

(2) "Accredited" refers to program approval (accreditation) by the National Council for the Accreditation of Teacher Education (NCATE) ~~and/or~~ accreditation by a state board of education or a state agency. In circumstances where the accrediting body is a state board of education or a state agency, the Montana Board of Public Education has the discretion to determine whether such accreditation ensures that the standards are substantially equivalent or greater than the standards required in Montana.

(3) remains the same.

(a) an educator preparation program accredited by NCATE; ~~and/or~~

(b) and (4) remain the same.

(a) a program for the preparation of specialists accredited by a national professional accrediting body; ~~and/or~~

(b) through (8) remain the same.

(9) "College credit" means credit received for completion of a course from an regionally accredited college. College credits are counted as one quarter credit being equal to 10 clock hours, or one semester credit being equal to 15 clock hours. One semester credit is equivalent to one and one-half quarter credits and one quarter credit is equivalent to two-thirds semester credit.

(10) through (14) remain the same.

(15) "Minimal ~~education~~ educator licensure requirements" means:

(a) a ~~baccalaureate~~ bachelor's degree from a regionally accredited institution of higher education;

(b) remains the same.

(c) verification of student teaching or one year of teaching experience in an elementary and/or secondary school or school district either in Montana or elsewhere or eligibility for a Class 5 alternative license to complete this requirement.

(16) through (18) remain the same.

(19) "Supervised teaching experience" means teaching experience while under the supervision of an accredited professional educator preparation program and is identified on a university transcript as field experience, internship, practicum, or student teaching.

~~(19)~~ (20) "Year of administrative experience" means employment in an accredited school during a school fiscal year as a licensed member of a supervisory or administrative staff. The experience required must be obtained in a school organization consistent with Montana's K-12 pattern. Experience gained prior to basic eligibility for initial licensure is not considered. Any individual wishing to have their experience as a County Superintendent considered as "administrative" experience must provide evidence of the following:

(a) possession of a Class 3 administrative license for the time as County Superintendent they are requesting to be considered for administrative experience; and

(b) the school(s) they are claiming to hold or have held supervisory responsibilities over have noted there is no superintendent or principal by having the chair of the Board of Trustees sign the school's Annual Data Collection report.

~~(20)~~ (21) "Year of teaching experience" means employment in an accredited school during a school fiscal year as a licensed member of an instructional staff. The experience required must be obtained in a school organization consistent with Montana's K-12 pattern. Experience gained prior to basic eligibility for initial licensure is not considered.

(21) remains the same but is renumbered (22).

AUTH: 20-4-102, MCA

IMP: 20-4-106, MCA

10.57.112 LICENSE OF EXCHANGE TEACHERS (1) A Class 5 license may be issued for one year to a teacher, administrator, or specialist who is on an exchange program with a school district or university, when the university-employed exchange teacher is assigned in the role of a Class 8 dual credit-only postsecondary faculty.

AUTH: 20-4-102, MCA
IMP: 20-4-103, MCA

10.57.201 GENERAL PROVISIONS TO ISSUE LICENSES (1) and (2)
remain the same.

(a) individuals who have a current professional - not provisional or alternative - teacher, specialist, or administrator license from another state in an area that can be licensed in Montana. This section applies only to individuals who have completed an applicable accredited professional educator preparation program in an area that can be licensed in Montana and have satisfied minimal ~~education~~ educator licensure requirements as defined in ARM 10.57.102;

(b) individuals who have graduated within the last five years from an accredited teacher, specialist, or administrator professional educator preparation program in an area that can be licensed in Montana and have satisfied minimal ~~education~~ educator licensure requirements as defined in ARM 10.57.102;

(i) an applicant for initial Class 1, 2, or 3 licensure whose degree is more than five years old and who does not have current out-of-state licensure must have earned six semester credits within the five-year period preceding the effective date of the license;

(ii) an applicant for an initial Class 6 license whose degree is more than five years old and who does not have current out-of-state licensure must have earned six graduate semester credits within the five-year period preceding the effective date of the license;

(c) individuals who hold a current license from the National Board for Professional Teaching Standards in an area that can be licensed in Montana and have satisfied minimal ~~education~~ educator licensure requirements as defined in ARM 10.57.102;

(d) individuals who currently hold a Class 5 alternative license who meet one or more of the above three qualifications and have satisfied minimal ~~education~~ educator licensure requirements as defined in ARM 10.57.102;

(e) individuals seeking initial Class 1 or 2 licensure must verify completion of a supervised teaching experience either as part of an accredited professional educator preparation program or successfully complete one year of supervised internship in a state accredited elementary and/or secondary school or school district either in Montana or elsewhere.

(3) Applicants for initial Class 4 licensure who have a current career and vocational/technical license from another state in an area that can be endorsed in Montana shall be licensed as Class 4A, 4B, or 4C depending on the level of education and extent of training.

(4) Applicants for initial Class 5 alternative licensure who meet the requirements of ARM 10.57.424 and the relevant section(s) of ARM 10.57.425 through 10.57.432 may be licensed as appropriate.

(4) and (5) remain the same but are renumbered (5) and (6).

AUTH: 20-4-102, MCA
IMP: 20-4-103, MCA

10.57.201A CRIMINAL HISTORY BACKGROUND CHECK (1) through (3) remain the same.

(4) ~~The applicant~~ Neither the Superintendent of Public Instruction nor the Board of Public Education shall bear the costs of the background check.

(5) remains the same.

(6) The Superintendent of Public Instruction may accept the results of a background check conducted for field experiences required by a professional educator preparation unit of the Montana university system or a private college or university in Montana of a student, for employment in a public school or school district, provided the background check was completed no more than two years before the applicant submits a license application to the Superintendent of Public Instruction.

(7) remains the same.

(8) Each provider who is the subject of a background check is entitled to:

~~(a) obtain a copy of any background check report; and~~

~~(b) challenge the accuracy and completeness of any information contained in any such report and obtain a prompt determination as to the validity of such challenge before a final determination is made by the authorized agency.~~

(9) remains the same.

(10) Conviction, including conviction following a plea of nolo contendere, a conviction in which the sentence is suspended or deferred, or any other adjudication treated by the court as a conviction, may be considered by the Superintendent of Public Instruction in the ~~certification~~ licensure process if the conviction was for a sexual offense, a crime involving violence, the sale of drugs, or theft, or any other crime meeting the criteria of Title 37, chapter 1, part 2, MCA.

~~(11) This rule shall be effective for persons applying for licensure on or after January 1, 2003.~~

AUTH: 20-4-102, MCA

IMP: 20-4-103, 20-4-104, MCA

10.57.215 RENEWAL REQUIREMENTS (1) remains the same.

(a) Class 1, and 3, and 7 licenses require 60 renewal units;

(b) through (b)(v) remain the same.

(c) Class 3 licenses require 60 renewal units;

(d) Class 4 licenses require 60 renewal units. The requirements specific to each type of license are set forth in ARM 10.57.421, 10.57.422 and 10.57.423 10.57.420(3);

~~(d)~~ (e) Class 6 licenses require college credit or renewal units as follows:

(i) and (ii) remain the same.

(iii) 60 renewal units;

(f) Class 7 licenses require 60 renewal units as verified by the tribe and as set forth in ARM 10.57.536;

(g) Class 8 licenses require 60 renewal units.

(2) and (3) remain the same.

(a) for activities other than (3)(b) or (c):

- (i) a planned and structured experience;
- ~~(b)~~ (ii) of benefit to the license holder's professional development as defined in ARM 10.55.714; and
- ~~(c)~~ (iii) an exposure to a new idea or skill or an extension of an existing idea or skill; and
- (iv) comply with (6) and (7); or
- (d) and (e) remain the same but are renumbered (b) and (c).
- (4) All renewal units must be earned during the valid term of the license. Renewal units earned through August 31 immediately following the expiration date of a license shall also be considered for renewal.
- (5) through (7) remain the same.

AUTH: 20-2-121, 20-4-102, MCA

IMP: 20-4-102, 20-4-108, MCA

10.57.216 APPROVED RENEWAL ACTIVITY (1) ~~Providers of professional development activities which verify acceptable renewal unit activities for license renewal are:~~ Organizations wishing to offer professional development activities for the award of renewal units may apply for annual provider status to the Superintendent of Public Instruction. The organization must receive approval prior to awarding renewal units. Status as an annual provider must be renewed July 1 of each year.

~~(a) state, regional or national accredited college and university programs, for which no application or prior approval is required;~~
~~(b) accredited school districts, upon submission and approval of an application for status as a provider of professional development renewal unit credit; and~~

~~(c) professional education organizations and government agencies (federal, state, tribal, county, city), upon submission and approval of an application for status as a provider of professional development renewal unit credit.~~

(2) ~~Those school districts approved as providers of professional development may identify programs at locations other than their site of operation for renewal unit verification to be awarded by them. This may include out-of-state programs and conferences. Organizations which may be approved for status as a provider of professional development for renewal unit credit, upon submission and approval of an application for status as a provider of professional development renewal unit credit, may include:~~

~~(a) regionally accredited college and university programs offering activities for units other than college credit;~~

~~(b) public school districts or schools accredited by the Board of Public Education not part of a public school district which is an OPI-approved renewal unit provider;~~

~~(c) government agencies (federal, state, tribal, county, city); and~~

~~(d) other organizations providing professional development appropriate for educators in Montana's accredited K-12 schools.~~

(3) ~~Those entities approved by the superintendent of public instruction as Approved providers of professional development programs are those applicants who~~

for the award of renewal units must agree to; maintain a process in compliance with ARM 10.57.215 and this rule.

~~(a) Approved providers must agree to report the activities undertaken as professional development for renewal unit awards annually to the Superintendent of Public Instruction.~~ provide activities deemed appropriate for educator license renewal in compliance with ARM 10.55.714 and 10.57.215;

~~(b) Approved providers must agree to submit to an audit of records conducted by the Superintendent of Public Instruction. Records which must be maintained by the provider include:~~

~~(i) the activity title and brief description;~~

~~(ii) date(s) and location of program;~~

~~(iii) program schedule and number of participants.~~ prepare and issue completed renewal unit registration forms to eligible participants.

~~(c) For all programs designated as professional development for the purpose of issuing renewal units to license holders, the provider shall prepare and issue completed renewal unit registration forms to eligible participants. This form shall be provided by the Superintendent of Public Instruction and this form, or an approved facsimile, must be utilized for all renewal unit awards;~~

(c) report the activities undertaken as professional development for renewal unit awards to the Superintendent of Public Instruction. Annual provider status shall be continued upon complete reporting of all activities for the period of July 1 through June 30 of each year;

~~(d) submit to an audit of records conducted by the Superintendent of Public Instruction. Records which must be maintained by the provider include:~~

~~(i) the activity title and brief description;~~

~~(ii) date(s) and location(s) of the program; and~~

~~(iii) program schedule and number of participants; and~~

(e) maintain records of all professional development activities for which renewal unit awards are made for one year following the date of completion of the annual reporting requirement.

~~(4) Upon receipt of a complete and accurate annual report of professional development activities by the Superintendent of Public Instruction on or before the deadline for submission, the provider status shall be continued.~~

~~(5) The Superintendent of Public Instruction shall annually provide a report to the Board of Public Education, which shall include, at a minimum, a list of providers.~~

~~(6) Providers will be responsible for maintenance of records of all professional development activities for which renewal unit awards are made for one year following the date of completion of the annual reporting requirement.~~

AUTH: 20-4-102, MCA

IMP: 20-4-108, MCA

10.57.301 ENDORSEMENT INFORMATION (1) and (2) remain the same.

~~(3) Appropriate teaching areas acceptable for license endorsement include: agriculture, art K-12, biology, business education, career and vocational/technical education endorsements as determined by the superintendent of public instruction, chemistry, computer science K-12, drama, earth science, economics, elementary~~

education, English, English as a second language K-12, family and consumer sciences, French K-12, geography, German K-12, school counseling K-12, health, history, history-political science, industrial arts, journalism, Latin K-12, library K-12, marketing, mathematics, music K-12, other language K-12, physical education and health K-12, physical science, physics, political science, psychology, reading K-12, Russian K-12, science (broadfield), social studies (broadfield), sociology, Spanish K-12, special education P-12, speech-communication, speech-drama, technology education, trade and industry, and traffic education K-12.

(4) ~~Appropriate career and vocational/technical education areas acceptable for endorsement on the class 4 license include but are not limited to: automotive technology, welding, auto body, industrial mechanics, small engines, heavy equipment operations, electronics, horticulture, agriculture mechanics, building trades, building maintenance, culinary arts, metals, drafting, computer information systems, graphic arts, aviation, health occupations, machining, and diesel mechanics.~~

(5) ~~Appropriate administrative areas acceptable for license endorsement include: elementary principal, secondary principal, K-12 principal, K-12 superintendent and supervisor.~~

(6) ~~Appropriate specialist areas acceptable for license endorsement are school psychologist and school counselor.~~

(7) ~~Both elementary and secondary preparation, including student teaching or university supervised teaching experience are required for endorsement in any approved K-12 endorsement area. The K-12 endorsement areas outlined in (3) may also be endorsed at the elementary or secondary level depending on the verified level of preparation.~~

(a) ~~A class 1 or 2 license may be endorsed in special education P-12 with program preparation at the elementary or secondary levels, or a balanced K-12 program of comparable preparation.~~

(b) ~~The balanced K-12 license level option is available through Montana board of public education approved special education programs for those individuals with:~~

~~(i) a minimum of bachelor's degree completed, and
(ii) verified completion of an out-of-state state-approved special education program which includes student teaching or university supervised teaching experience.~~

~~(c) completion of an accredited professional educator preparation program in any disability area shall result in a special education endorsement.~~

(8) ~~Applicants with graduate degrees in an endorsable field of specialization may use experience instructing in relevant higher education courses as credit in that endorsement area for licensure.~~

(9) (3) ~~An endorsement may be dropped from a teaching license at the end of the valid term of the license if minimum licensure requirements (major and minor or extended major) are met without that endorsement.~~

AUTH: 20-4-102, MCA

IMP: 20-4-103, 20-4-106, MCA

10.57.410 CLASS 2 STANDARD TEACHER'S LICENSE (1) remains the same.

(2) To obtain a Class 2 standard teacher's license an applicant must submit verification of all of the following: have a bachelor's degree and have completed

(a) meeting or exceeding the minimum educator licensure requirements in ARM 10.57.102(14);

(b) completion of an accredited professional educator preparation program; and

(c) qualification for one or more endorsement as outlined in ARM 10.57.412.

(3) remains the same.

(4) A lapsed Class 2 standard teacher's license may be reinstated by showing verification of:

~~(a) 60 renewal units, 40 of which must be earned by college credit, earned during the five-year period preceding the validation date of the new license; or~~

~~(b) 120 renewal units, 80 of which must be earned by college credit, earned during the nine-year period preceding the validation date of the new license.~~

AUTH: 20-2-121, 20-4-102, MCA

IMP: 20-4-102, 20-4-103, 20-4-106, 20-4-108, MCA

10.57.411 CLASS 1 PROFESSIONAL TEACHER'S LICENSE (1) remains the same.

(2) To obtain a Class 1 professional teacher's license an applicant must ~~have~~ submit verification of all of the following:

(a) eligibility for the Class 2 standard teacher's license as set forth in ARM 10.57.410;

~~(b) a master's degree or one year of study consisting of at least 30 graduate semester credits beyond the bachelor's degree in professional education or an endorsable teaching area(s) from an accredited college or university; and~~

~~(b) (c) verification of three years of successful teaching experience or the equivalent~~ as defined by ARM 10.57.102(20).

(3) remains the same.

(4) A lapsed Class 1 professional teacher's license may be reinstated by showing verification of:

~~(a) 60 renewal units earned during the five-year period preceding the validation date of the new license; or~~

~~(b) 120 renewal units earned during the nine-year period preceding the validation date of the new license.~~

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.412 CLASS 1 AND 2 ENDORSEMENTS (1) Subject field endorsement must be in areas approved for endorsement by the Board of Public Education.

(2) Areas approved for endorsement on Class 1 and 2 licenses include the following: agriculture, art K-12, biology, business education, chemistry, computer

science K-12, drama, earth science, economics, elementary education, English, English as a second language K-12, family and consumer sciences, geography, health, history, history-political science, industrial arts, journalism, library K-12, marketing, mathematics, music K-12, physical education K-12, school counseling K-12, science (broadfield), social studies (broadfield), sociology, special education P-12, speech-communication, speech-drama, technology education, trade and industry, traffic education K-12, and world languages.

(3) A license holder may qualify for a statement of specialized competency by the completion of a minimum of 20 semester college credit hours or equivalency in a specific academic area as approved by the Board of Public Education. Approved areas of permissive specialized competency are: early childhood education, gifted and talented education, and technology in education.

(1) and (2) remain the same but are renumbered (4) and (5).

~~(3) To obtain a K-12 endorsement, the applicant must provide verification of training in both elementary and secondary curriculum.~~

~~(4) Subject field endorsement must be in areas approved for endorsement by the Board of Public Education.~~

(6) Both elementary and secondary preparation, including student teaching or university supervised teaching experience, are required for endorsement in any approved K-12 endorsement area. The K-12 endorsement areas outlined in (2) may also be endorsed at the elementary or secondary level depending on the verified level of preparation.

(a) A Class 1 or 2 license may be endorsed in special education P-12 with program preparation at the elementary or secondary levels, or a balanced K-12 program of comparable preparation.

(b) The balanced K-12 license level option is available through Montana Board of Public Education-approved special education programs for those individuals with:

(i) a minimum of a completed bachelor's degree; and

(ii) verified completion of an out-of-state approved special education program which includes student teaching or university supervised teaching experience.

(c) Completion of an accredited professional educator preparation program in any disability area shall result in a special education endorsement.

(7) Applicants with graduate degrees in an endorsable field of specialization may use experience instructing in relevant higher education courses as credit in that endorsement area for licensure.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.413 CLASS 3 ADMINISTRATIVE LICENSE (1) remains the same.

(2) Appropriate administrative areas acceptable for license endorsement are the following: elementary principal, secondary principal, K-12 principal, K-12 superintendent, and supervisor.

(3) To obtain a Class 3 administrative license an applicant must provide verification of a hold at least the appropriate master's degree in an accredited school

administration program or the equivalent and must qualify for one of the endorsements set forth in ARM 10.57.414 through 10.57.419.

~~(3) A class 3 administrative license shall be renewed upon verification of 60 renewal units earned during the valid term of the license.~~

(4) A lapsed Class 3 administrative license may be reinstated by showing verification of:

(a) 60 renewal units earned during the five-year period preceding the validation date of the new license; or

~~(b) 120 renewal units earned during the nine-year period preceding the validation date of the new license.~~

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.414 CLASS 3 ADMINISTRATIVE LICENSE – SUPERINTENDENT ENDORSEMENT (1) To obtain a superintendent endorsement an applicant must provide verification of all of the following:

(a) a minimum of three years of successful teaching experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor; and

(b) a minimum of 18 semester graduate credits in a school administrator preparation program, of which 12 must be beyond the master's degree, in each of the following content areas:

(i) organizational leadership;

(ii) instructional leadership;

(iii) facilities planning and policy;

(iv) personnel and labor relations;

(v) community and board relations;

(vi) policy development; and

(vii) three semester credits of college coursework in Montana school law and three semester credits of college coursework in Montana school finance. Applicants who meet all other requirements for the superintendent endorsement but lack these courses shall be issued the Class 3 license and must sign and file a plan of professional intent with the Superintendent of Public Instruction agreeing to complete these courses by the first renewal of their Class 3 license.

(2) In addition to the requirements detailed in (1), every applicant must provide verification of either:

(a) an education specialist degree or doctoral degree in educational leadership from an accredited professional educator preparation program as defined in ARM 10.57.102(3); and

(b) a minimum of one year of administrative experience as an appropriately licensed principal or one year of a supervised Board of Public Education approved administrative internship as a superintendent; or

(b) (c) a master's degree in educational leadership or equivalent from an accredited professional educator preparation program as determined by the university system to include: or a master's degree in education from an accredited program; and

~~(f) (d) licensure/ and endorsement as a K-12 principal; and
(e) a minimum of one year of administrative experience as defined in ARM 10.57.102(20) or a minimum of one year of a supervised Board of Public Education approved administrative internship as superintendent.~~

~~(ii) one year of administrative experience as an appropriately licensed principal or one year of a supervised board of public education approved administrative internship as superintendent; and~~

~~(iii) a minimum of 18 semester graduate credits, of which 12 must be beyond the master's degree, in the following content areas:~~

~~(A) organizational leadership;~~

~~(B) instructional leadership;~~

~~(C) management to include finance, facilities, law and policy;~~

~~(D) personnel and labor relations; and~~

~~(E) community and board relations.~~

(3) A Class 3 administrative license endorsed as a superintendent shall be renewed as follows:

(a) for those applicants meeting all licensure requirements at the time of initial application, verification of 60 renewal units earned during the valid term of the license; or

(b) for those applicants not meeting the requirement of (1)(b)(vii), verification of three semester credits of college coursework in Montana school law and three semester credits of college coursework in Montana school finance earned during the valid term of the initial Class 3 license.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.415 CLASS 3 ADMINISTRATIVE LICENSE – ELEMENTARY PRINCIPAL ENDORSEMENT (1) remains the same.

(a) a minimum of three years of successful experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at the elementary level; and

(b) remains the same.

(c) a master's degree from any accredited professional educator preparation program and a minimum of 24 graduate semester credits from a school administrator preparation program in the following content areas:

(i) and (ii) remain the same.

(iii) ~~management to include finance and law~~ successful completion of three semester credits of college coursework in Montana school law; and

(iv) remains the same.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.416 CLASS 3 ADMINISTRATIVE LICENSE – SECONDARY PRINCIPAL ENDORSEMENT (1) remains the same.

- (a) a minimum of three years of successful experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at the secondary level; and
- (b) remains the same.
- (c) a master's degree from any accredited professional educator preparation program and a minimum of 24 graduate semester credits from a school administrator preparation program in the following content areas:
 - (i) and (ii) remain the same.
 - (iii) ~~management to include finance and law~~ successful completion of three semester credits of college coursework in Montana school law; and
 - (iv) remains the same.
- (2) A Class 3 administrative license endorsed as a secondary principal shall be renewed upon verification of 60 renewal units earned during the valid term of the license.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.417 CLASS 3 ADMINISTRATIVE LICENSE – K-12 PRINCIPAL ENDORSEMENT (1) through (1)(b) remain the same.

- (c) a minimum of three years of successful experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at any level within K-12; and
- (d) remains the same.
- (2) A Class 3 administrative license endorsed as a K-12 principal shall be renewed upon verification of 60 renewal units earned during the valid term of the license.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.418 CLASS 3 ADMINISTRATIVE LICENSE – SUPERVISOR ENDORSEMENT (1) remains the same.

- (2) A Class 3 administrative license endorsed as a supervisor shall be renewed upon verification of 60 renewal units earned during the valid term of the license.

AUTH: 20-4-102, MCA
IMP: 20-4-106, 20-4-108, MCA

10.57.419 CLASS 3 ADMINISTRATIVE LICENSE – SPECIAL EDUCATION SUPERVISOR ENDORSEMENT (1) remains the same.

- (2) A Class 3 administrative license endorsed as a special education supervisor shall be renewed upon verification of 60 renewal units earned during the valid term of the license.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.420 CLASS 4 CAREER AND VOCATIONAL/TECHNICAL EDUCATION LICENSE

(1) A Class 4 license is specific to career and vocational/technical education and shall be valid for a period of five years.

~~(2) There are three types of Class 4 licenses: —Class 4A, 4B and 4C.~~

~~(2) A class 4 license shall be valid for a period of five years.~~

(a) A Class 4A license shall be issued to individuals holding a valid Montana secondary level teaching license, but without an appropriate career and technical education endorsement;

(b) A Class 4B license shall be issued to individuals with at least a bachelor's degree, but who do not hold a valid Montana secondary level teaching license with the appropriate career and technical education endorsement;

(c) A Class 4C license shall be issued to individuals who hold at least a high school diploma or GED and meet the minimum requirements for endorsement.

~~(3) remains the same.~~

(a) Class 4A licenses (with a bachelor's degree) shall be renewable by earning 60 renewal units, 40 of which must be earned through college credit. Endorsement related to technical studies may be accepted with prior approval. The first renewal must show evidence of renewal units earned in the following content areas:

(i) principles and/or philosophy of career and technical education;

(ii) safety and teacher liability.

(b) Class 4A licenses (with a master's degree) shall be renewable by earning 60 renewal units. The first renewal must show evidence of renewal units earned in the following content areas:

(i) principles and/or philosophy of career and technical education; and

(ii) safety and teacher liability.

(c) Class 4B or 4C licenses shall be renewable by earning 60 renewal units, 40 of which must be earned through college credit. Appropriate coursework to renew a Class 4B or 4C license includes the following:

(i) principles and/or philosophy of career and technical education;

(ii) curriculum and instruction in career and technical education;

(iii) learning styles/teaching styles; including serving students with special needs;

(iv) safety and teacher liability;

(v) classroom management;

(vi) teaching methods;

(vii) career guidance in career and technical education; and

(viii) endorsement related technical studies, with prior approval.

~~(4) Recognized occupations eligible for a class 4 license shall be evaluated on an annual basis by the Superintendent of Public Instruction. Current appropriate class 4 career and vocational/technical occupational areas are set forth in ARM 10.57.301(4). Endorsements not on the list of recognized occupations may be retained as long as the holder continues to renew the license.~~

~~(5) A lapsed Class 4 license may be reinstated by showing verification of the following:~~

- (a) for Class 4A licenses:
 - (i) if the licensee does not have a master's degree, 60 renewal units, 40 of which must be earned by college credit or prior approved endorsement related technical studies, earned during the five-year period preceding the validation date of the new license; or
 - (ii) if the licensee has a master's degree, 60 renewal units earned during the five-year period preceding the validation date of the new license.
 - (b) for Class 4B and 4C licenses, the licensee must verify completion of four semester credits of coursework in the following areas:
 - (i) principles and/or philosophy of career and technical education;
 - (ii) curriculum and instruction in career and technical education;
 - (iii) learning styles/teaching styles; including serving students with special needs;
 - (iv) safety and teacher liability;
 - (v) classroom management;
 - (vi) teaching methods;
 - (vii) career guidance in career and technical education;
 - (viii) endorsement related technical studies, with prior approval.
- ~~60 renewal units, 40 of which must be earned by college credit and/or technical studies if the licensee does not have a master's degree, earned during the five-year period preceding the validation date of the new license;~~
- ~~(b) 120 renewal units, 80 of which must be earned by college credit and/or technical studies if the licensee does not have a master's degree, earned during the nine-year period preceding the validation date of the new license;~~
 - ~~(c) 60 renewal units earned during the five-year period preceding the validation date of the new license if the licensee has a master's degree; or~~
 - ~~(d) 120 renewal units earned during the nine-year period preceding the validation date of the new license if the licensee has a master's degree.~~

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.421 CLASS 4A CAREER AND VOCATIONAL/TECHNICAL EDUCATION LICENSE ENDORSEMENTS (1) Recognized occupations eligible for a Class 4 license shall be evaluated on an annual basis by the Superintendent of Public Instruction. Appropriate career and technical education areas acceptable for endorsement on the Class 4 license include but are not limited to the following: automotive technology, welding, auto body, industrial mechanics, small engines, heavy equipment operations, electronics, horticulture, agriculture mechanics, building trades, building maintenance, culinary arts, metals, drafting, computer information systems, graphic arts, aviation, health occupations, machining, diesel mechanics, videography, and theater arts. Endorsements not on the list of recognized occupations may be retained as long as the holder continues to renew the license.

(2) To obtain an endorsement on a Class 4 license, an applicant must provide the following:

(a) verification of a minimum of 10,000 hours of documented work experience which may include apprenticeship training, documenting the knowledge and skills required in the specific trade in which they are to teach. Acceptable documentation is determined by the superintendent and may include, but is not limited to:

(i) work experience completed and verified by previous employers, to include a detailed description of the duties performed during employment;

(ii) for self-employed individuals, examples of projects completed, letters of verification from clients or customers, profit and loss statements demonstrating the viability of the business or self-employment;

(iii) verification of teaching experience in the area requested for endorsement, accompanied by verification of substantial work experience in the area requested for endorsement;

(iv) certificates of completion of appropriate technical programs or related college degrees and coursework, and industry certification (e.g., ASE, AWS);

(b) for health occupations or computer information systems, an alternative to the above requirement of 10,000 hours work experience may be substituted as approved by the Superintendent of Public Instruction as follows:

(i) for health occupations:

(A) hold a Class 1 or 2 license with an endorsement in health or any of the science areas;

(B) verification of participation in or completion of an approved internship program in a medical setting; and

(C) successful completion of coursework in human biology and anatomy and physiology; or

(D) hold a current professional license or certificate in a related health occupation field;

(ii) for computer information systems an individual may provide verification of completion of an approved technical program in a recognized training institution and hold a professional license or recognized industry standard certificate.

(3) A Class 4A, 4B, or 4C career and technical education license may be approved to teach traffic education if the license meets the requirements of ARM 10.13.310. A class 4A license shall be issued to individuals holding a valid Montana secondary level teaching license, but without an appropriate career and vocational/technical education endorsement, and who meet the following minimum requirements:

(a) 10,000 hours of documented work experience or apprenticeship training equal to 10,000 hours in the specific trade in which they are to teach;

(b) for computer information systems or health occupations, an alternative to the above requirement of 10,000 hours work experience may be substituted, as approved by the Superintendent of Public Instruction as follows:

(i) for health occupations an individual may hold a related health or science education endorsement, have completed an approved internship program in a recognized medical setting of a minimum of 200 hours (five weeks), and hold a current professional license or certificate.

~~(ii) for computer information systems an individual may provide verification of completion of an approved technical program in a recognized training institution and hold a professional license or recognized industry standard certificate.~~

~~(2) Class 4A licenses (with a master's degree) shall be renewable by earning 60 renewal units. The first renewal must show evidence of renewal units earned in the following content areas:~~

~~(a) principles and/or philosophy of career and vocational/technical education; and~~

~~(b) safety and teacher liability.~~

~~(3) Class 4A licenses (with a bachelor's degree) shall be renewable by earning 60 renewal units, 40 of which must be earned through college credit and/or technical studies. The first renewal must show evidence of renewal units earned in the following content areas:~~

~~(a) principles and/or philosophy of career and vocational/technical education; and~~

~~(b) safety and teacher liability.~~

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.424 CLASS 5 ALTERNATIVE LICENSE (1) remains the same.

(2) An applicant for a Class 5 alternative license must sign and file with the Superintendent of Public Instruction a plan of professional intent leading to the Class 1, 2, 3₁ or 6 license within three years of the date of the alternative license.

(3) A Class 5 alternative license is available with any endorsement normally allowed for Class 1, 2, 3₁ or 6 licenses.

(4) Class 5 alternative license holders are not eligible for a Board of Public Education approved internship program in the same endorsement area subsequent to the Class 5 licensure expiration date.

(5) When the endorsement-specific requirement in ARM 10.57.425 through 10.57.432 requires a master's degree, master's degrees which do not meet the specific requirement may be accepted with university approval.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.425 CLASS 5 ALTERNATIVE LICENSE – ELEMENTARY LEVEL

(1) remains the same.

(a) a bachelor's degree from an accredited college or university meeting or exceeding the minimal educator licensure requirements set forth in ARM 10.57.102(14);

(b) a minimum of 60 semester credits of academic preparation in language arts and literature, history, government and related social science, mathematics, and any two of the following: art, music, foreign languages, speech, drama, library science, or health; and

(c) professional preparation of at least six semester credits to include human growth and development, reading and/or language arts, social studies, and arithmetic; and

(d) for those licensees who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.426 CLASS 5 ALTERNATIVE LICENSE – SECONDARY LEVEL

(1) remains the same.

(a) a bachelor's degree from an accredited college or university meeting or exceeding the minimal educator licensure requirements set forth in ARM

10.57.102(14);

(b) a minimum of 30 semester credits in an area approved by the Board of Public Education for endorsement; and

(c) professional educator preparation of at least six semester credits; and

(d) for those licensees who have not completed an accredited professional educator preparation program, a plan of study from an accredited professional educator preparation program.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.427 CLASS 5 ALTERNATIVE LICENSE – SUPERINTENDENT ENDORSEMENT (1) remains the same.

(a) a master's degree in educational leadership from an accredited professional educator preparation program or equivalent;

(b) eligibility for a Class 1, 2, or 5, or 6 teaching license at the appropriate level;

(c) verification a minimum of three years of successful experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at any level teaching experience; and

(d) verification of one year of appropriately licensed experience as a principal or one year of a supervised Board of Public Education approved administration internship as superintendent.

(2) Licensees more than six semester credits from meeting requirements for full licensure must also submit written evidence of either:

(a) enrollment in an accredited professional educator preparation program leading to the superintendent endorsement and enrollment in the Board of Public Education approved internship program as outlined in ARM 10.55.703; or

(b) enrollment in an accredited professional educator preparation program leading to the superintendent endorsement and an equivalent accredited university-provided professional educator intern program which must include or provide:

(i) supervision of the licensee by university personnel;

(ii) annual on-site visitations by the university supervisor; and

(iii) progress toward completion of requirements for the superintendent endorsement.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.428 CLASS 5 ALTERNATIVE LICENSE – ELEMENTARY PRINCIPAL ENDORSEMENT (1) To obtain a Class 5 alternative license with an elementary principal endorsement, an applicant must provide verification of:

- (a) remains the same.
- (b) eligibility for a Class 1, 2, ~~or 5, or 6~~ teaching license at the elementary level; and
- (c) ~~verification~~ a minimum of three years of successful ~~teaching~~ experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at the elementary level.

(2) Licensees more than six semester credits from meeting requirements for full licensure must also submit written evidence of either:

(a) enrollment in an accredited professional educator preparation program leading to the elementary principal endorsement and enrollment in the Board of Public Education approved internship program as outlined in ARM 10.55.703; or

(b) enrollment in an accredited professional educator preparation program leading to the elementary principal endorsement and an equivalent accredited university-provided professional educator intern program which must include or provide:

- (i) supervision of the licensee by university personnel;
- (ii) annual on-site visitations by the university supervisor; and
- (iii) progress toward completion of requirements for the superintendent endorsement.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.429 CLASS 5 ALTERNATIVE LICENSE – SECONDARY PRINCIPAL ENDORSEMENT (1) and (1)(a) remain the same.

(b) eligibility for a Class 1, 2, ~~or 5, or 6~~ teaching license at the secondary level; and

(c) ~~verification~~ a minimum of three years of successful ~~teaching~~ experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at the elementary level.

(2) Licensees more than six semester credits from meeting requirements for full licensure must also submit written evidence of either:

(a) enrollment in an accredited professional educator preparation program leading to the secondary principal endorsement and enrollment in the Board of Public Education approved internship program as outlined in ARM 10.55.703; or

(b) enrollment in an accredited professional educator preparation program leading to the secondary principal endorsement and an equivalent accredited

university-provided professional educator intern program which must include or provide:

- (i) supervision of the licensee by university personnel;
- (ii) annual on-site visitations by the university supervisor; and
- (iii) progress toward completion of requirements for the superintendent endorsement.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.430 CLASS 5 ALTERNATIVE LICENSE – K-12 PRINCIPAL
ENDORSEMENT (1) and (1)(a) remain the same.

(b) eligibility for a Class 1, 2, or 5, or 6 teaching license at any level within K-12; and

(c) verification a minimum of three years of successful teaching experience as an appropriately licensed and assigned Class 1 or 2 teacher or Class 6 school counselor at any level with K-12.

(2) Licensees more than six semester credits from meeting requirements for full licensure must also submit written evidence of either:

(a) enrollment in an accredited professional educator preparation program leading to the K-12 principal endorsement and enrollment in the Board of Public Education approved internship program as outlined in ARM 10.55.703; or

(b) enrollment in an accredited professional educator preparation program leading to the K-12 principal endorsement and an equivalent accredited university-provided professional educator intern program which must include or provide:

- (i) supervision of the licensee by university personnel;
- (ii) annual on-site visitations by the university supervisor; and
- (iii) progress toward completion of requirements for the superintendent endorsement.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.432 CLASS 5 ALTERNATIVE LICENSE – SPECIALIST
ENDORSEMENT (1) remains the same.

(a) a master's degree or greater in school psychology or related field from an accredited school psychologist professional educator preparation program; and

(b) completion of at least 12 of the following 16 requirements:
recommendation from the Montana Association of School Psychologists
Competency Review Board.

(i) undergraduate or graduate general education/psychology course
work/content to include:

- (A) careers;
- (B) human growth and development;
- (C) general psychology;
- (D) abnormal psychology; and
- (E) learning theory;

~~(ii) undergraduate or graduate general education course work/content to include:~~

- ~~(A) exceptional children (must include special education);~~
- ~~(B) curriculum development;~~
- ~~(C) diagnosis and remediation of reading; and~~
- ~~(D) educational evaluation; and~~

~~(iii) graduate psychological methods and techniques course work/content to include:~~

- ~~(A) individual intelligence testing;~~
 - ~~(B) child psychopathology and achievement testing;~~
 - ~~(C) personality assessment;~~
 - ~~(D) interviewing and counseling;~~
 - ~~(E) behavior interventions;~~
 - ~~(F) school psychology practicum/internship; and~~
 - ~~(G) administration, role and function of school psychology; and~~
 - ~~(c) specific completion of the individual intelligence testing requirement.~~
- (2) remains the same.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.433 CLASS 6 SPECIALIST LICENSE (1) through (3) remain the same.

(4) A lapsed Class 6 specialist license may be reinstated by showing verification of:

- ~~(a) four graduate semester credits or equivalent renewal units earned during the five-year period preceding the validation date of the new license; or~~
- ~~(b) eight graduate semester credits or equivalent renewal units earned during the nine-year period preceding the validation date of the new license.~~

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.434 CLASS 6 SPECIALIST LICENSE – SCHOOL PSYCHOLOGIST

(1) and (1)(a) remain the same.

~~(b) a master's degree in school psychology or a master's degree which includes the following minimums: an education specialist degree in a related field from an accredited institution; and~~

(c) recommendation from the Montana Association of School Psychologists Competency Review Board after completion of an oral examination.

~~(i) 10 semester credits in general education/psychology (graduate or undergraduate) training to include:~~

- ~~(A) new careers or transitions;~~
- ~~(B) human growth and development;~~
- ~~(C) general psychology;~~
- ~~(D) educational psychology; and~~
- ~~(E) abnormal psychology;~~

~~(ii) completion of the following course work is required at either the undergraduate or graduate level, provided the applicant has a master's degree from an accredited program:~~

- ~~(A) exceptional children (must include special education);~~
- ~~(B) curriculum development;~~
- ~~(C) diagnosis and remediation of reading; and~~
- ~~(D) educational evaluation; and~~

~~(iii) completion of the following specific course work in psychological methods and techniques is required at the graduate level:~~

- ~~(A) individual intelligence testing;~~
- ~~(B) child psychopathology;~~
- ~~(C) personality assessment;~~
- ~~(D) interviewing and counseling;~~
- ~~(E) behavioral interventions;~~
- ~~(F) school psychology practicum/internship (a minimum of four semester hours of graduate credit or appropriate waiver); and~~
- ~~(G) administration, role and function of school psychology.~~

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.435 CLASS 6 SPECIALIST LICENSE – SCHOOL COUNSELOR

(1) remains the same.

(2) A Class 6 specialist endorsed in school counseling may be approved to teach traffic education if the licensee meets the requirements of ARM 10.13.310 and is approved by the Superintendent of Public Instruction.

AUTH: 20-4-102, MCA

IMP: 20-4-106, 20-4-108, MCA

10.57.436 CLASS 7 AMERICAN INDIAN LANGUAGE AND CULTURE SPECIALIST (1) through (3) remain the same.

(4) A Class 7 American Indian language and culture specialist licensee may be approved to teach traffic education if the licensee meets the requirements of ARM 10.13.310 and is approved by the Superintendent of Public Instruction.

(4) and (5) remain the same but are renumbered (5) and (6).

AUTH: 20-4-102, MCA

IMP: 20-4-103, 20-4-106, MCA

10.57.601A DEFINITION OF "IMMORAL CONDUCT" (1) remains the same.

(a) sexual contact, as defined in 45-2-101~~(66)~~ (67), MCA, or sexual intercourse as defined in 45-2-101~~(67)~~ (68), MCA, between a teacher, specialist, or administrator and a person the teacher, specialist, or administrator knows or reasonably should know is a student at a public or private elementary or secondary school;

(b) through (b)(xx) remain the same.

(xxi) 45-5-622(3), MCA (endangering welfare of children);

(c) through (d) remain the same.

(e) falsifying, intentionally misrepresenting, willfully omitting, or being negligent in reporting information submitted to federal, state, and other governmental agencies such as professional qualifications, criminal history, and information submitted in the course of an official inquiry or investigation, college or professional development credit and/or degrees, academic awards, and employment history when applying for employment and/or licensure, or when recommending an individual for employment, promotion, or licensure.

AUTH: 20-4-102, MCA

IMP: 20-4-110, MCA

4. Statement of Reasonable Necessity: By authority of 20-4-102, MCA the Board of Public Education adopts policies for the issuance of teacher licenses. The board regularly considers recommendations for revision of the policies at any time it deems necessary. Every five years the board makes a comprehensive review of licensure policies to ensure that such policies are meeting the needs of the state. Therefore, the Board of Public Education has determined it is reasonable and necessary to amend and repeal rules relating to chapter 57, educator licensure. The Certification Standards and Practices Advisory Council staff and the Office of Public Instruction staff facilitated the comprehensive process to amend chapter 57, educator licensure with input from Montana P-20 education stakeholders.

5. The rules proposed for repeal follow:

ARM 10.57.104 STUDENT TEACHING/SUPERVISED PRACTICE is being repealed because the provisions in this rule have been included in ARM 10.57.201.
AUTH: 20-4-102, MCA; IMP, 20-4-102, MCA

ARM 10.57.110 AREA OF PERMISSIVE SPECIALIZED COMPETENCY is being repealed because the provisions in this rule have been included in ARM 10.57.413.
AUTH: 20-4-102, MCA; IMP, 20-4-103, MCA

ARM 10.57.220 RECENCY OF CREDIT is being repealed because the provisions in this rule have been included in ARM 10.57.201.
AUTH: 20-4-102, 20-4-103, MCA; IMP, 20-4-102, 20-4-103, 20-4-106, MCA

ARM 10.57.422 CLASS 4B CAREER AND VOCATIONAL/TECHNICAL EDUCATION LICENSE is being repealed because the provisions in this rule have been included in ARM 10.57.420 and 10.57.421.
AUTH: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA

ARM 10.57.423 CLASS 4C CAREER AND VOCATIONAL/TECHNICAL EDUCATION LICENSE is being repealed because the provisions in this rule have been included in ARM 10.57.420 and 10.57.421.

AUTH: 20-4-102, MCA; IMP, 20-4-106, 20-4-108, MCA

6. Pursuant to the agreement between the Board of Public Education and the Legislature, the board does not anticipate any implementation costs, but shall request and report in its adoption notice any cost estimates received from districts during the hearing.

7. Concerned persons may present their data, views, or arguments, either orally or in writing, at the hearing. Written data, views, or arguments may also be submitted by mail to the Board of Public Education, P.O. Box 200601, Helena, Montana 59620-0601, or by e-mail to smeloy@mt.gov and must be received no later than 5:00 p.m. on February 26, 2009.

8. Steve Meloy has been designated to preside over and conduct the hearing.

9. The Board of Public Education maintains a list of interested persons who wish to receive notices of rulemaking actions proposed by this agency. Persons who wish to have their name added to the list shall make a written request that includes the name, e-mail, and mailing address of the person to receive notices and specifies for which program the person wishes to receive notices. Notices will be sent by e-mail unless a mailing preference is noted in the request. Such written request may be mailed or delivered to Steve Meloy, P.O. Box 200601, Helena, Montana 59620-0601, faxed to the office at (406) 444-0847, by e-mail to smeloy@mt.gov, or may be made by completing a request form at any rules hearing held by the Board of Public Education.

10. The bill sponsor notice requirements of 2-4-302, MCA, do not apply.

11. The requirements of 20-1-501, MCA, have been fulfilled. Copies of these rules have been sent to all tribal governments in Montana.

/s/ Patty Myers
Patty Myers, Chairperson
Board of Public Education

/s/ Steve Meloy
Steve Meloy, Rule Reviewer
Board of Public Education

Certified to the Secretary of State January 20, 2009.



OFFICE OF PUBLIC INSTRUCTION

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Denise Juneau
Superintendent

February 23, 2009

Ms. Patty Myers
369 Carol Drive
Great Falls, MT 59644

Dear Chairwoman Myers:

As you are aware, the Board of Public Education and the Superintendent of Public Instruction voted to establish the Indian Education Advisory Council currently referred to as the Montana Advisory Council on Indian Education (MACIE). In like manner, the constitution and bylaws of MACIE underscores the existence of this council to act in an advisory role to the Board of Public Education and the state superintendent.

The Montana Legislative Audit Division recently brought to the attention of the Board of Public Education that to stay consistent with MCA 2-15-122(10) MACIE, created by the Board, must be extended by the Board of Public Education every two years. As the same section of law empowers the Superintendent of Public Instruction to create an advisory council as well, I recommend that MACIE be extended by Board action for a period of two years through September 2010. Also, in accordance with the same statute, I recommend that the Board takes action to extend MACIE with the date noted and be recorded and filed with the Office of the Governor and the Office of the Secretary of State.

The MACIE provides valued advice to the Board and to me. The Board's action to renew the council will ensure the continuing partnership between MACIE, the Board and the state superintendent.

Thank you for consideration of my recommendation.

Sincerely,

A handwritten signature in cursive script that reads "Denise Juneau".

Denise Juneau
State Superintendent of Public Instruction

DRAFT DOCUMENT

Montana Board of Public Education Strategic Planning Document 2008-2013

Mission Statement

The Montana Constitution created and empowered the board of public education to supervise, serve, maintain, and strengthen Montana's system of free quality public elementary and secondary schools. The board exists to promote high academic achievement for all Montana students.

Strategic Goals:

For the next five years, the board of public education shall:

Goal 1: Evaluate the board's accreditation standards to ensure they are contemporary, effective, and supported by all school districts in their local obligations to meet high quality education for all Montana students.

Goal 2: Provoke quality teaching and administration in an era of high school change and 21st century learning.

Goal 3: Promote researched and reasonable governing decisions in the board's constitutional and statutory authority to adopt and implement elementary and secondary school innovation and change.

Goal 4: Embrace necessary educational reform to guarantee that all Montana students are prepared for work, post secondary education, and civic life.

Inherent in these four goals are strategic objectives to:

- Review and amend as necessary standards of accreditation and licensure focused on enhanced student achievement and increased graduation rates.
- Collaborate with educational partners to create a statewide learning environment that fosters technological advancements, school achievement, and 21st century teaching and student learning.

- Promote competitive recruitment and retention of high quality teachers in all Montana school districts regardless of size, student enrollment, or wealth.
- Increase awareness, visibility, autonomy, and proactive involvement of the board among educational stakeholders, the state legislature, and the Montana public.
- Support data driven decision making.

MONTANA BOARD OF PUBLIC EDUCATION
STRATEGIC PLANNING DOCUMENT
2008-2013

Mission Statement

The Board of Public Education was created by Montana's Constitution and exists to supervise, serve, maintain, and strengthen our free quality public education system in pursuit of high academic achievement for all of Montana's students.

Strategic Goals:

The Board of Public Education has four primary goals for the next five years to:

Goal 1: Work toward assurances that the accreditation standards are contemporary, effective and supported by all school districts in their obligations to meet high quality education for all of Montana's students.

Goal 2: Incorporate collaborative leadership strategies; strive toward the advancements of quality teachers and administrators in an era of high school reform and 21st century learning.

Goal 3: Promote philosophically and technically sound governing decisions in the Board's lawful role in leading innovation and change.

Goal 4: Advocate for strong educational reform policies to ensure that all of our students are prepared for work or college.

Inherent in these goals are the strategic objectives to:

- Adhere to contemporary standards for review of all chapters of accreditation and licensure requirements with a focus on enhanced student achievement and increased graduation rates.

- Promote collaboration with all educational partners in efforts to create a statewide learning environment which fosters technological advancements, school reform and 21st century learning.
- Engage in continued leadership activities, interim studies, proactive legislative involvement and develop or participate in alliances to promote high quality education for all Montana's students.
- Develop strategies to address a highly qualified work force and engage in activities to promote the competitive recruitment and retention of teachers in all of the states school districts.
- Increase the awareness, visibility, autonomy and proactive involvement of the Board among all of the states educational stakeholders as well as the state legislature.
- Engage in multiple strategies to assist all parties in the shared responsibility of meeting the Board's standards of accreditation.
- Support data driven decision making.

**Montana School for the Deaf and the Blind
Board of Public Education Committee Agenda
March 13, 2009 Meeting**

<u>Item</u>	<u>Presenter</u>	<u>Time</u>
1. Spotlight on Outreach	Lisa Cannon, Consulting Audiologist	10 min
2. Student Enrollment/Evaluation	Informational	
3. Human Resources - Personnel Actions	Informational	
4. School Improvement - Update on current year CEP and effectiveness report - Strategic Plan draft presentation - Concept proposal for Professional Development Institute	Gettel	20 min
5. 2009 Legislative Session - Report on hearings and status of budget	Gettel/Sykes	5 min
6. Professional Development Activities - Update on in-service training	Informational	
7. MSDB Foundation Activities - Update projects and grants	Informational	
8. Conferences, Meetings and Contacts	Informational	
9. Budget and Finance - Update on budget	Sykes	3 min
10. Facilities and Safety - Update on current projects	Sykes	3 min
11. School Calendar of Events	Informational	
12. Student News and School Events	Informational	
13. Public Comment for Non Agenda Items		